DOCUMENT RESUME

ED 139 330 HE 008 934

TITLE	Second Preliminary Report of the Faculty Development Survey. Special Report.
INSTITUTION	Association of American Medical Colleges, Washington, D. C.
SPONS AGENCY	Commonwealth Fund, New York, N.Y.; Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE	Jun 77
CONTRACT	231-76-0011
GRANT	75-08; UM-044A
NOTE	219p.; Some tables may be marginally legible due to print quality of the original document
EDRS PRICE	MF-$0.83 HC-$11.37 Plus Postage.
DESCRIPTORS	*College Faculty; *Evaluation Needs; Faculty Workload; Higher Education; Medical Education; *Medical Schools; Medical Students; Physicians; Research Methodology; *Statistical Data; Student Evaluation; *Teacher Attitudes; *Teacher Evaluation
IDENTIFIERS	College Characteristics; *Faculty Development

ABSTRACT

Four principal issues were addressed in this second preliminary report of the faculty development survey conducted by the AAMC. They were: (1) how medical faculty members have prepared for their roles as teachers, including formal training in teaching and their reports of workshops and teaching experiences that influenced them; (2) identification of specific instructional practices used by faculty members in specific situations; (3) identification of problem areas in instruction; and (4) identification of problem areas in which faculty members would be willing to accept outside assistance. Focus on this report is on issues (3) and (4). Two formats were used in the survey: the forced-choice item used in inventories and a written simulation covering instruction and instruction-related problems. A multiple matrix sampling approach was used, and a 75 percent response rate was achieved from the 2,688 randomly-selected individuals on medical school faculties who had undergraduate teaching responsibilities. The results presented in tabular form provide additional baseline data on medical school faculty members with focus on attitudes toward and uses of evaluation. Specific interpretations of selected results from the total survey will be presented in the final report scheduled for December 1977. (LBH)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED139330

121 pp.

SECOND PRELIMINARY REPORT OF THE FACULTY DEVELOPMENT SURVEY

SPECIAL REPORT

Association of American Medical Colleges
One Dupont Circle, N.W., Washington, DC 20036

HE008934

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Association of American Medical Colleges
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

U.S. Department of Health, Education and Welfare
Public Health Service
Health Resources Administration
Bureau of Health Manpower
Contract No. 231-76-0011

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

© Association of American Medical Colleges, 1977

The Government retains the right to use, duplicate or disclose the contents of this report and to have or permit others to do so.

SECOND
PRELIMINARY REPORT
OF THE
FACULTY DEVELOPMENT SURVEY

SPECIAL REPORT

DIVISION OF FACULTY DEVELOPMENT
ASSOCIATION OF AMERICAN MEDICAL COLLEGES

JUNE 1977

The work upon which this publication is based was supported in part by the Bureau of Health Manpower, Department of Health, Education, and Welfare pursuant to contract number 231-76-0011. Additional support was provided by the W. K. Kellogg Foundation under grant number UM-044A and by The Commonwealth Fund under grant number 75-08. However, any conclusions and/or recommendations expressed herein do not necessarily represent the views of the supporting agencies.

TABLE OF CONTENTS

LIST OF TABLES..... iii

I. INTRODUCTION..... 1

II. RESULTS FOR "EVALUATION" PACKAGES..... 7

Interpretation of Results..... 7

Preliminary Findings..... 13

Faculty Development Survey Section B:

Evaluation of Students, Question 1..... 13
Evaluation of Instructors, Question 2..... 31
Personal Goals, Question 3..... 57

Faculty Development Survey Section C:

Evaluation of Instruction, Question 1..... 67
Use of Evaluation Techniques, Question 2..... 93
Reward Systems, Question 3..... 111

III. CONCLUSION..... 121

LIST OF TABLES

TABLE 1: Numbers of Persons in Population of Full-time Faculty Teaching Undergraduate Medical Students..... 8

TABLE 2: Question 1, What one does in evaluating undergraduate medical students.....10

ACKNOWLEDGEMENTS

We extend our special thanks to those who served as the "contact person" at each medical school in the United States. Their conscientious efforts in validating the sample and in administering the survey contributed substantially to the high response rate and to the quality of responses achieved.

We also want to recognize the many medical school faculty who participated in the field trials of the survey materials. Their comments and critique of the instruments were most helpful in refining these materials for use in the full study.

The following list indicates those individuals who were responsible for the design and implementation of the national survey and this Second Preliminary Report.

Division Staff

Hilliard Jason, M.D., Ed.D.
Director

Taewon H. Rno, M.A.
Administrative Secretary

R. Dale Lefever, Ph.D.
Associate Director

Henry B. Slotnick, Ph.D.
Evaluation Coordinator

Beth Langan Pendleton
Division Secretary

Kathye Yates Walsh
Division Secretary

Luis Patino, M.A.
Workshop Coordinator

Helen Eden, M.A.
Research Assistant

Janet E. Markowitz
Division Secretary

I. INTRODUCTION

Background

This is the second preliminary report of the faculty development survey conducted by the Division of Faculty Development (DFD) of the Association of American Medical Colleges (AAMC). Partial support for this project came from the Bureau of Health Manpower (BHM). Additional support was provided through grants from the Kellogg Foundation and The Commonwealth Fund.

Four principle questions were addressed in this study. First, we sought to learn how medical faculty members have prepared for their roles as teachers, by looking at both their formal training in teaching and the way they reported workshops and previous teaching experiences had influenced them.* Second, the survey tried to identify the specific instructional practices used by faculty members in particular situations. We wished to know, for example, what specific techniques they used and the order in which they "chained" those techniques together to manage the instructional task at hand.** Third, the survey attempted to identify problem areas in instruction. This was accomplished both by noting the areas respondents identified as problems in their own teaching and by our interpretation of the survey results. And fourth, the survey sought to identify problem areas where faculty members would be willing to accept outside assistance.* In addressing this question, we sought to identify both those areas and the characteristics of faculty members who indicated a willingness to accept outside help. Information of these latter two varieties would be useful to the BHM in deciding where to direct faculty development resources and to the DFD in planning programs which would be welcomed by faculty members who teach.

Developing the Survey Instrument

With the preceding four questions in mind, possible formats for the survey instrument were identified and reviewed. We rejected techniques involving direct observation of teaching and the use of open-ended questions: these techniques were too costly and time consuming to be used with a sample of respondents large enough and broadly based enough to provide both precise information and the degree of generalizability we required.***

---

*Results for this portion of the survey are included in the 1st Preliminary Report released in March, 1977.

** Results for this portion of the survey will be in the 3rd Preliminary Report, which will be available July, 1977.

*** We did, though, use open-ended questions to collect comments from respondents on the survey instrument itself and on the process involved.

We settled on two formats. The first is the classical forced-choice item (question) and was used in inventories (e.g., the respondent indicated in which of a list of settings he/she frequently taught), to report demographic information, and to indicate attitudes (e.g., respondents indicated their degree of agreement or disagreement). The second format is a written simulation and covered instruction and instruction-related problems. In a written simulation, the respondent is presented with a problem and asked which of a series of first steps he/she would choose in solving the problem. Depending on which is chosen, the respondent is either given additional information or instructed to turn to another section in the simulation booklet. The new section then provides new information (in accordance with the step the respondent selected) and asks him/her to choose one of a new set of next steps.

The branching nature of the written simulations allows respondents to choose different routes through each simulation. Routes vary according to length (i.e., the number of sections), information requested by different respondents, and the order in which sections are selected.

The choice of item format was related to the research questions addressed by the survey. Respondents' preparation for teaching, for example, was recorded using forced-choice questions while approaches to pedagogical problems was recorded through the use of written simulations. Identification of problem areas was made through both forced-choice questions (i.e., respondents were asked to identify those items on a list of issues in undergraduate medical education which they felt were currently problems), and simulations.

Finally, areas in which faculty members would be willing to accept outside assistance were identified through forced-choice questions and questions appearing at the end of each simulation on the tail sheet--a page of questions asking respondents to report how they felt about the simulation they had just completed and the instructional issues it raised. Answers to these questions provided information about which instructional areas respondents viewed as problems.

The development of the survey instrument followed standard procedures. For the forced-choice questions, issues of currency and relevance were identified through a review of the literature (the last three volumes of the Journal of Medical Education and the proceedings of the Research in Medical Education Conference for the past 3 years). Items were formulated and reviewed by DFD staff and then field tried, first among AAMC staff and then at medical schools around the country. The field trial results were used as a basis for item revision and selection for inclusion in the final form of the survey instrument.

The simulations were produced in a similar manner. A large body of literature on instruction-related activities was reviewed and a comprehensive outline of the instructional process was produced. This outline was then reviewed and topics for the simulations identified. We next

convened a workshop with consultants selected to help write the simulations. The workshop, and additional efforts by our staff after the workshop, produced simulations which were field tried.

One outcome of the simulation writing was the determination that evaluation, the substantive area covered in this report, was better suited to forced-choice questions than to the simulation format. Questions on evaluation were then written using the procedure described earlier.

Field trials for both the forced-choice questions and the simulations (as well as instructions to respondents and the tail sheet questions for the simulations) were conducted at 7 medical schools, covering a range of sizes (small, middle-sized, and large) and types of ownership (public and private). A senior administrator at each school was asked to identify individual faculty members who would be willing to respond to the questions and simulations as well as to participate in a debriefing session. Protocols for the debriefing contained questions which allowed us to identify ambiguities in the items and simulations, difficulties in the instructions, and other problems which might hinder the survey.

Field trials were scheduled so that each forced-choice question and each simulation was administered to 10 persons covering a variety of academic ranks and departments. Respondents were selected to provide the widest range of possible responses, not to provide a representative sampling of teaching faculty members.

The field trials were completed in late Spring, 1976. The results were tabulated and used to identify weaknesses in the items and simulations, and to suggest appropriate revisions. These revisions were made and simulations and items were selected for the final version of the survey instrument.

Sampling Design

The instrument covered a variety of topics, and, as anticipated, was very long. It was composed of nine parts: one common package, made up of forced-choice questions collecting demographic information, information on preparation for the teaching role, and information on certain aspects of teaching (e.g., where the respondent teaches); and eight substantive packages dealing with either problem situations in simulation format or forced-choice questions on evaluation. Each respondent was asked to take the common package and only three of the eight other packages, with the particular combination of three being randomly determined by DFD staff.

Since each respondent was given only a sample of the packages, and since the respondents were themselves sampled from the population of teaching faculty members, we had clearly selected a multiple matrix sampling approach. The sampling of faculty members was begun by eliminating

from consideration those persons on medical school faculties who had no undergraduate teaching responsibilities (e.g., full-time administrators and librarians). Next, the remaining 28,393 individuals were classified into homogeneous groups (called strata) according to variables described in the literature as being important:* size of school, ownership of school, basic versus clinical science, and academic rank. Forty-eight strata were thus produced, ranging in size from 86 persons (basic science instructors at small, public schools) through 1602 persons (assistant professors in clinical areas at medium-sized private schools).

Fifty-six persons were randomly selected from each stratum to be respondents in the survey. We decided to sample 56 people by considering the number of packages each respondent could respond to without feeling that we were imposing on his/her time. We decided that four packages (the common package plus three of the eight dealing with specific instructional issues) would take less than one hour to complete and was the maximum we could expect from the busy people who constitute our population. Further, there are 56 unique combinations of eight packages taken three at a time: we would need 56 people to exhaust all the possible combinations of packages we planned to administer to each stratum in the survey.

We also entertained other possibilities (such as drawing substantially more or less than 56 persons from each stratum) but rejected them because they would either make the survey too expensive or provide insufficient information. Finally, 56 per stratum would permit meaningful results even if the rate of return was as low as 67%. In fact, 75% of the respondents have completed and returned their packages.

Administration of the Survey

We sought to assure a return rate of at least 67% by various administration strategies. For example, members of the DFD staff attended each of the regional meetings of the Group on Medical Education during the Spring of 1976 to explain the survey and how it would be conducted. But most importantly, we used local coordinators at each school to distribute the survey materials, collect them, and send out follow-up requests, as necessary.

The local coordinator was nominated by the Dean at each school. We then contacted these nominees and described the kinds of activities expected of them and explained that their first task would be to review the list of respondents at their schools, to verify that each was indeed on the faculty, taught undergraduate medical students, and had been correctly identified according to their rank and academic department.

---

*Importance was defined operationally as maximizing the differences among groups.

Through this review, we found that a number of those originally drawn for our sample needed to be replaced. We drew additional names, repeated the verification process, and came up with a sample representative of the teaching faculty at United States medical schools. The respondents that had been identified by this process were sent letters a week before the survey materials arrived explaining the project and asking for their cooperation.

The packets for each respondent (the common package, the three additional packages, instructions, and the envelopes and pens needed to complete and return the packages) were assembled at DFD and mailed to the coordinators who then handled the internal distribution at their medical schools. At the same time, the coordinators were sent sets of follow-up reminders to be sent to respondents who had not returned their completed materials by specified times, along with instructions on how and when to send them out.

Everyone--the Deans, the coordinators, and the respondents--was told that the survey was to be anonymous and that appropriate precautions had to be taken to establish and preserve that anonymity. For example, we asked respondents to hand carry their completed, sealed packets to the coordinator so that their names could be checked off (and they would thus not be sent reminders) without having to write any identifying marks on the returned material. Using this procedure, we knew who had returned their materials, without knowing which packet was whose. The completed packets were mailed to DFD by the coordinators. The packets were then logged in and entered into the computer in preparation for analysis.

In logging in the data and entering it into the computer, we checked for a variety of errors: e.g., illegal responses (such as picking two alternatives in forced-choice questions when only one choice was allowable), key-punching and other data entry errors. These checks were done both manually and, when possible, by machine; and identified errors were verified--i.e., we checked the original response. If the error was due to data entry, it was corrected. If it was not (if it was an error made by the respondent) it was coded as "bad data."

We also proofread a random 4% of the data comparing the information in our data base with the raw data in the returned booklets. This was to determine the rate of "subtle errors" (i.e., errors which were not gross enough to be picked up either in the scan during data logging or by our data-cleaning computer programs). If the error rate was not acceptably low, we would be forced to proofread each item in our data base. As it turned out, the error rate was about 1% and we did not proof the balance of the data.

Analysis of the Data

The stratified random sampling procedure we used resulted in a data set which did not lend itself to analysis using available computer

programs, so programs to analyze our data were specially written. Data analysis began in February, 1977. At that point, 1910 sets of usable d data were available for analysis; additional packets (which trickled in after that time) were logged in but set aside for inclusion only in the analyses for the project's final report.

Cautions

On the basis of the procedures used in this survey, we feel compelled to provide some cautions about the results reported here. First, the results are based on pencil-and-paper self-reports, which are not necessarily a fully accurate reflection of what people actually do when they teach; there may be a discrepancy between what our respondents say they do and what they actually do. In the press of real world constraints, it is possible that a teacher would do one thing (or not do another) which he/she would do differently if more time were available or other opportunities were provided. It is probably best to interpret the reported results as either an estimate of the "upper bound" of teaching in our schools, or as an estimate of what faculty members think they should be doing.

The second caution deals with the methodology used. The results reported reflect both the feelings of the respondents and the measurement procedures, formuli, statistical assumptions, etc., used in designing and executing the study. To the degree that these things are reasonable (e.g., to the degree that certain kinds of information can be collected using forced-choice questions and described using p-values), our results can be used for drawing conclusions about the population of teaching faculty members.

The final caution concerns the specificity of the conclusions we have drawn. Since we collected small amounts of data from each respondent, and since we dealt with a limited number of respondents at each medical school, we did not report our findings on either an individual or school basis. We did not collect enough information to warrant our drawing inferences at either of these levels. It is not until we reached the generality of the variables described in this report that enough data were available to allow the confident drawing of conclusions.

Within the constraints of these three cautions, and given the procedures we have described in this chapter, we believe our results are interpretable and indeed meaningful.

II. RESULTS FOR "EVALUATION" PACKAGES

Interpretation of Results

The following paragraphs explain how the results for items in the evaluation packages should be interpreted. Findings are reported: (i) for the population as a whole (all full-time teaching faculty members); (ii) for faculty members at small, middle sized, and large schools; (iv) for full professors, associate professors, assistant professors, and for instructors and others; and (v) for members of basic science departments, primary care departments (internal medicine, pediatrics, and family medicine), and other clinical departments.

To understand the results of the survey, it is necessary to have an idea of the numbers of people in each of the preceding categories. These figures are presented in Table 1. Since most of these numbers are estimates, summing down a column or across a row will not necessarily result in the marginal totals presented. These discrepancies (which are within 1% of the marginal values) are simply due to rounding error.

With one exception, the figures reported in Table 1 indicate that faculty members are well represented across all school variables, academic ranks, and academic departments. The exception is behavioral science; only about 1% of the full-time teaching faculty falls in this category.

Since the irreducible error rate in our data was also about 1%, conclusions based on our survey results for behavioral scientists would run an unacceptably high chance of being unreliable. For that reason, the results which follow do not refer to behavioral science departments specifically.

The results reported here are three types: blanks, p-values, and standard errors of the p-values. The number of blanks indicates how many responses to each question were, in fact, blank.

P-values, in contrast to blanks, are not numbers of respondents, but rather estimates of the proportion of people in the total population who would have chosen each alternative if we had conducted a census instead of a survey. If the p-value for a response to a question is multiplied by the number of persons indicated in Table 1, the product is the number of people we would expect to choose the alternative indicated, if that question had been asked of all 28,393 full-time teaching faculty members.

---

* Behavioral science departments include anthropology, psychology, behavioral science, philosophy and ethics, religion and sociology.

TABLE 1

Numbers of Persons in Population of Full-time Faculty

Teaching Undergraduate Medical Students

Academic Departments	School Variables					Academic Rank				TOTALS
	Size			Ownership		Inst/ Other	Asst Prof	Assoc Prof	Full Prof	
	Small	Mid	Large	Pub	Priv					
Primary Care	1368	3839	3003	4115	4077	839**	2875	2081	2512	8234
Other Clinical	1662	4706	4560	5944	4998	2166**	3738	2283	2755	11073
Behavioral Science	98	124	111	152	132	120	96	67	81	284
Basic Science	1759	3715	3448	5029	3814	918	2875	2283	2836	8802
All Departments	4887*	12383*	11123*	15240*	13153*	3993*	9584*	6714*	8102*	28393*'

Notes: Unless otherwise indicated, all values are estimates with standard errors ≤ 2%.

*Indicates an exact value.

**Indicates the standard error is 4%.

For example, if the p-value for an alternative selected by a particular category of respondent (e.g., Assistant Professors) is multiplied by the number of persons in that category (i.e., 9,584 from Table 1), the product is the number of people we would expect to choose that response if that question had been asked of all the faculty in that category.

Because the p-value is an estimate, standard errors have also been computed. The standard error can be used to construct a confidence interval around the p-value which is expected to include the population parameter--the actual proportion of the population who would choose the alternative in question. An example will show how this works.

The first question in the evaluation package asked respondents to report what attributes of medical student performance they included in their evaluation of students. The results for one of the items in this question are shown in Table 2. This table is not an exact replica of those used in this report (i.e., the departmental affiliations that appear in rows in Table 2 are indicated on separate pages in the actual report), but it can be used as a guide for interpreting results.

The first row in the table (labelled "ALL DEPARTMENTS") has a column (titled "TOTAL POPULATION") which contains the estimated results for the entire population of teaching faculty. From this column (which is boxed in in all cases), it can be seen that the estimated proportion of faculty who use "students demonstration of skills needed by practicing physician" as an attribute of student performance is .71. Since we know that the total teaching faculty consists of 28,393 persons (Table 1), we can estimate that about 20,159 (i.e., .71 x 28,393 = 20,159) use this attribute when they evaluate students.

These values are estimates, of course, and may not correspond exactly to true population figures (i.e., the figures we would obtain if we were to conduct a census). It is useful, therefore, to construct a confidence interval around the estimated p-value in the belief that the population parameter is more likely to fall within the constructed range. This is done by setting the confidence interval's bounds a certain number of standard errors above and below the estimated population value. For example, the second row in Table 2 (labelled "PRIMARY CARE ONLY") indicates that the estimated proportion of primary care faculty (regardless of school variables or academic rank) who use this attribute in evaluating undergraduate medical students is .79. In the case of this P-value, the interval which we are 95% confident captures the true population proportions of primary care faculty who use this attribute ranges .73 to .85, i.e., .79 $\pm$ 2 SE(P). In other words, we are 95% confident that the actual number of primary care faculty using this attribute falls between 6,011 and 6,999 (i.e., .73 x 8,234 to .85 x 8,234).

In contrast to the above estimates for "ALL DEPARTMENTS" and "PRIMARY CARE ONLY", notice that a much smaller proportion of "Instructors and Others" in the "BASIC SCIENCES ONLY" uses this attribute. (This figure

TABLE 2

Question 1: The following statements describe attributes of medical students. Please circle the number which corresponds best to what YOU DO in evaluating undergraduate medical students.

KEY: USE = I USE this attribute in evaluating undergraduate medical students.
NOT USE = I DO NOT USE this attribute, as I do not consider it appropriate in the undergraduate medical student teaching and evaluation I now do.
NOT CONS = I HAVE NOT CONSIDERED using this attribute in evaluating undergraduate medical students.

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
ALL DEPARTMENTS											
Student's demonstration of skills needed by practicing physicians.	USE	.71	.69 (.02)	.71 (.02)	.70 (.03)	.69	.72	.69 (.07)	.71	.72 (.03)	.70 (.03)
	NOT USE	.19	.20 (.02)	.18 (.02)	.20 (.02)	.19 (.02)	.20 (.02)	.15 (.04)	.20 (.03)	.18 (.02)	.21 (.02)
	NOT CONS	.10	.10	.11 (.02)	.10 (.02)	.12 (.02)	.08	.16 (.06)	.09 (.02)	.09 (.02)	.10 (.02)
	BLANKS	23	15	4	4	11	12	9	3	4	7
PRIMARY CARE ONLY											
Student's demonstration of skills needed by practicing physicians.	USE	.79 (.03)	.83 (.05)	.73 (.07)	.86 (.03)	.79 (.05)	.79 (.05)	.35 (.02)	.74 (.08)	.88 (.05)	93 (.04)
	NOT USE	.13 (.03)	.16 (.05)	.14 (.06)	.12 (.03)	.12 (.04)	.14 (.05)	.29 (.02)	.19 (.08)	.07 (.04)	.07 (.04)
	NOT CONS	.07 (.02)	.01	.12 (.04)	.03 (.02)	.07 (.04)	.07	.29	.08 (.05)	.05 (.03)	.00 (.03)
	BLANKS	6	5	0	1	3	3	5	0	0	1
OTHER CLINICAL ONLY											
Student's demonstration of skills needed by practicing physicians.	USE	.86 (.02)	.88 (.04)	.90 (.04)	.80 (.04)	.83 (.04)	.89 (.03)	.88 (.07)	.93 (.03)	.85 (.04)	.75 (.06)
	NOT USE	.08 (.02)	.07 (.04)	.05 (.02)	.12 (.04)	.06 (.03)	.11 (.03)	.05 (.05)	.04 (.02)	.12 (.04)	.13 (.05)
	NOT CONS	.06 (.02)	.05 (.02)	.05 (.03)	.08 (.03)	.11 (.03)	.00	.06 (.05)	.03 (.02)	.03 (.02)	.12 (.05)
	BLANKS	5	2	2	1	2	3	1	2	2	0
BASIC SCIENCES ONLY											
Student's demonstration of skills needed by practicing physicians	USE	.40 (.03)	.41 (.05)	.43 (.04)	.36 (.04)	.40 (.04)	.41 (.04)	.36 (.05)	.35 (.05)	.46 (.05)	.42 (.05)
	NOT USE	.41 (.03)	.36 (.04)	.40 (.04)	.44 (.05)	.43 (.04)	.38 (.04)	.39 (.10)	.45 (.06)	.37 (.04)	.41 (.05)
	NOT CONS	.19 (.02)	.23 (.04)	.17 (.03)	.20 (.04)	.18 (.03)	.21 (.03)	.25 (.10)	.21 (.04)	.17 (.03)	.17 (.04)
	BLANKS	10	7	1	2	4	6	2	1	2	5

can be read from the row labelled "BASIC SCIENCES ONLY" and the column entitled "INSTRUCTOR/OTHER"). The p-value is .36 with a SE(P) of .05. According to Table 1, there are about 918 basic scientists at this rank. The confidence interval in this case would range from .26 to .46 or, in terms of numbers of persons, from 239 to 422. This example illustrates the principle that as the SE(P) increases, the confidence interval widens. This relationship should be noted in interpreting these results.

The above example also illustrates that a smaller number of respondents is associated with the most specific classification of faculty. Indicating both rank and department provides more specific information than either the rank or departmental affiliation alone. The same is true for school variables (i.e., size and ownership) and departmental affiliation. We have indicated this most specific level of information by providing a white background in our tables of results.

The next more general level of reporting data (the results for departments, for school variables, or for academic ranks) is indicated by numbers against a gray background. These figures are presented in either the rows entitled "ALL DEPARTMENTS" or in the column headed "TOTAL POPULATION"--all figures against a gray background have the same degree of generality. For example, the results for "PRIMARY CARE ONLY" in the column labelled "TOTAL POPULATION" indicate the responses of primary care faculty irrespective of school size, ownership, or academic rank.

The most general level of results presented has already been illustrated--the total population results in rows labelled "ALL DEPARTMENTS". These results present estimates for the entire population of full time teaching faculty regardless of school size and ownership, academic rank, or departmental affiliation and are boxed in, in the table of results.

Finally, we caution against combining numbers. It is not possible, for example, to take the p-value for professors in primary care and the p-value for small schools and assert that together they represent the p-value for professors in primary care at small schools. This "lack of additivity" is due to two factors: the categories are not statistically independent (i.e., there are some people who fall in both groups and others who do not), and a respondent in one category may not represent as many people in the corresponding portion of the population as a respondent in another category.

Preliminary Findings

EVALUATION OF STUDENTS

SECTION B

Question 1

Question 1: The following statements describe attributes of medical students. Please circle the number which corresponds best to what YOU DO in evaluating undergraduate medical students.

KEY: USE = I USE this attribute in evaluating undergraduate medical students.
NOT USE = I DO NOT USE this attribute, as I do not consider it appropriate in the undergraduate medical student teaching and evaluation I now do.
NOT CONSIDER = I HAVE NOT CONSIDERED using this attribute in evaluating undergraduate medical students.

ALL DEPARTMENTS

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Student's knowledge of basic facts, principles and generalizations.	USE	.97	.98	.95 (.02)	.98	.96	.97	.85 (.06)	.99	.98	.99
	NOT USE	.01	.02	.01	.01	.02	.01	.05 (.03)	.00	.02	.00
	NOT CONSIDER	.02	.00	.04 (.02)	.01	.02	.02	.10 (.05)	.01	.00	.01
	BLANKS	16	11	4	1	7	9	7	1	4	4
Student's skill in solving problems.	USE	.95	.96	.94 (.02)	.96	.94	.95	.83 (.07)	.97	.97	.96
	NOT USE	.03	.02	.02	.04	.04	.02	.08 (.04)	.02	.02	.02
	NOT CONSIDER	.02	.01	.04 (.02)	.00	.02	.02	.09 (.05)	.01	.01	.02
	BLANKS	15	10	4	1	7	8	7	1	3	4
Student's demonstration of skills needed by practicing physicians.	USE	.71	.69 (.02)	.71 (.02)	.70 (.03)	.69	.72	.69 (.07)	.71	.72 (.03)	.70 (.03)
	NOT USE	.19	.20 (.02)	.18 (.02)	.20 (.02)	.19 (.02)	.20 (.02)	.15 (.04)	.20 (.03)	.19 (.02)	.21 (.02)
	NOT CONSIDER	.10	.10	.11 (.02)	.10 (.02)	.12 (.02)	.08	.16 (.06)	.09 (.02)	.09 (.02)	.10 (.02)
	BLANKS	23	15	4	4	11	12	9	3	4	7
Student's familiarity with standard references.	USE	.64	.56 (.03)	.68	.66	.60	.69 (.02)	.51	.67 (.02)	.59 (.04)	.71 (.03)
	NOT USE	.24	.28 (.03)	.24	.23	.27	.22 (.02)	.25 (.04)	.25	.31 (.04)	.19 (.02)
	NOT CONSIDER	.11	.15 (.02)	.10 (.02)	.11 (.02)	.13 (.02)	.09 (.02)	.24 (.07)	.08 (.02)	.10 (.02)	.10 (.02)
	BLANKS	21	11	4	5	9	12	7	2	7	5

Question 1 - continued

ALL DEPARTMENTS

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Student's demonstration of personal responsibility (e.g., self-reliance, self-discipline, management of time, acceptance of responsibility.)	USE	.85	.83 (.02)	.82	.88 (.02)	.86 (.02)	.83 (.02)	.79 (.06)	.87 (.02)	.83 (.02)	.86 (.02)
	NOT USE	.09	.12 (.02)	.09	.08	.08	.10	.09 (.03)	.08	.11 (.02)	.09
	NOT CONSIDER	.06	.05	.08 (.02)	.04	.06	.07 (.02)	.11 (.05)	.05	.07	.05
	BLANKS	20	12	5	3	11	9	8	2	4	6
Student's demeanor as a professional.	USE	.76	.75 (.03)	.75	.78 (.02)	.77	.75 (.02)	.78 (.06)	.75 (.03)	.76 (.03)	.76 (.03)
	NOT USE	.15	.16 (.02)	.16 (.02)	.14 (.02)	.15 (.02)	.15	.11 (.03)	.16 (.02)	.17 (.02)	.15 (.02)
	NOT CONSIDER	.09	.10 (.02)	.09 (.02)	.08 (.01)	.08	.10 (.02)	.11 (.05)	.09 (.02)	.07 (.02)	.09 (.02)
	BLANKS	23	13	6	4	12	11	8	2	6	7
Student's skill in generalizing from specific cases to more general issues, and drawing defensible conclusions.	USE	.83	.81 (.02)	.83	.84 (.03)	.82	.84	.81 (.07)	.81 (.03)	.83 (.03)	.88 (.02)
	NOT USE	.10	.10 (.02)	.10 (.02)	.09 (.02)	.11	.08	.09 (.04)	.11 (.02)	.11 (.02)	.07 (.02)
	NOT CONSIDER	.07	.08	.07 (.02)	.06 (.02)	.06	.08 (.02)	.10 (.06)	.08 (.02)	.06 (.02)	.05
	BLANKS	21	13	5	3	9	12	7	3	5	6
Student's effectiveness in dealing with stress that they face.	USE	.65	.60 (.03)	.66 (.02)	.68 (.03)	.63 (.02)	.68	.70 (.07)	.67 (.03)	.62 (.03)	.64 (.03)
	NOT USE	.20	.24 (.02)	.18 (.02)	.21 (.02)	.20	.21 (.02)	.13 (.04)	.22 (.03)	.19 (.02)	.23 (.03)
	NOT CONSIDER	.14	.15 (.02)	.17	.11 (.02)	.16 (.02)	.12 (.02)	.17 (.06)	.11 (.02)	.19 (.03)	.13 (.02)
	BLANKS	18	11	4	3	8	10	7	2	4	5

Question 1 - continued

ALL DEPARTMENTS 5

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Student's capacity to deal with ambiguity and uncertainty	USE	.70	.71 (.03)	.73 (.02)	.66	.67 (.02)	.73	.64 (.07)	.73 (.03)	.63 (.04)	.75 (.03)
	NOT USE	.18	.16 (.02)	.15 (.02)	.21 (.03)	.20	.15 (.02)	.17 (.04)	.15 (.03)	.20 (.03)	.19 (.03)
	NOT CONSIDER	.13	.13 (.02)	.12	.13 (.02)	.13 (.02)	.12 (.02)	.20 (.06)	.12 (.02)	.17 (.03)	.06
	BLANKS	21	11	6	4	10	11	8	1	5	7
Student's attitude toward medicine as a profession.	USE	.64	.59 (.03)	.65 (.02)	.64	.62 (.02)	.65	.70 (.07)	.62 (.02)	.60 (.04)	.65 (.03)
	NOT USE	.23	.25 (.03)	.21	.24	.23	.22 (.02)	.16 (.04)	.26	.23 (.03)	.22 (.03)
	NOT CONSIDER	.13	.16 (.02)	.14	.12 (.02)	.14 (.02)	.13 (.02)	.14 (.05)	.11 (.02)	.17 (.03)	.13 (.02)
	BLANKS	24	13	5	6	11	13	9	3	4	8
Student's attitude toward scientific inquiry.	USE	.75	.72 (.03)	.76 (.02)	.77	.71 (.02)	.80	.66 (.07)	.75	.78 (.03)	.78 (.03)
	NOT USE	.16	.17 (.02)	.16	.15 (.03)	.19	.12 (.02)	.19 (.06)	.18 (.03)	.15 (.03)	.12 (.02)
	NOT CONSIDER	.09	.11 (.02)	.09 (.02)	.08 (.02)	.10 (.02)	.08 (.02)	.15 (.06)	.07 (.02)	.07 (.02)	.09 (.02)
	BLANKS	21	12	6	3	11	10	7	1	6	7
Student's performance on the National Boards.	USE	.31	.41 (.03)	.35 (.02)	.22	.33 (.02)	.28	.23 (.06)	.35 (.02)	.29 (.03)	.32 (.03)
	NOT USE	.48	.45 (.03)	.44	.55 (.02)	.44	.53	.53 (.07)	.49 (.03)	.50 (.04)	.44 (.04)
	NOT CONSIDER	.21	.14 (.02)	.21 (.02)	.23	.23 (.02)	.19	.24 (.07)	.16 (.03)	.21 (.03)	.24 (.03)
	BLANKS	23	12	7	4	13	10	9	3	5	6

Question 1 - continued

ALL DEPARTMENTS

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Student's performance as compared to his/her peers.	USE	.79	.79 (.03)	.80 (.02)	.77	.80	.78	.73 (.07)	.75	.82 (.03)	.83 (.03)
	NOT USE	.14	.18 (.02)	.09 (.02)	.18	.14	.13 (.02)	.19 (.06)	.15 (.03)	.13 (.02)	.09 (.02)
	NOT CONSIDER	.07	.03	.11	.05	.06	.09 (.02)	.08 (.05)	.09 (.03)	.05	.07 (.02)
	BLANKS	19	11	4	4	9	10	8	1	4	6
Student's initiative and skill in pursuing his/her own learning.	USE	.90	.87 (.02)	.89 (.02)	.92	.90	.90 (.02)	.87 (.06)	.91 (.02)	.90	.90 (.02)
	NOT USE	.06	.10	.04	.05	.06	.05	.07 (.03)	.05	.06	.06
	NOT CONSIDER	.04	.04	.07 (.02)	.02	.04	.05 (.02)	.07 (.04)	.04	.04	.04
	BLANKS	22	15	4	3	11	11	7	3	5	7
Student's skill in relating to patients.	USE	.67	.67 (.02)	.69 (.02)	.65 (.02)	.65 (.02)	.70 (.02)	.72 (.06)	.69 (.02)	.66 (.02)	.64 (.02)
	NOT USE	.21	.22 (.02)	.18 (.02)	.23 (.02)	.23 (.02)	.18	.17 (.04)	.20 (.02)	.24 (.02)	.21 (.02)
	NOT CONSIDER	.12	.12	.12 (.02)	.12 (.02)	.12	.12 (.02)	.12 (.05)	.12 (.02)	.10 (.02)	.15 (.02)
	BLANKS	20	11	5	4	10	10	7	3	5	5
Student's skill in relating to other students and to faculty members.	USE	.70	.70 (.03)	.71	.69	.70	.70	.66 (.07)	.73 (.03)	.71 (.03)	.67 (.03)
	NOT USE	.19	.19 (.02)	.18 (.02)	.21 (.03)	.19	.19 (.02)	.15 (.05)	.20 (.03)	.18 (.02)	.21 (.03)
	NOT CONSIDER	.11	.11 (.02)	.11 (.02)	.11 (.02)	.11	.11 (.02)	.19 (.06)	.07 (.02)	.10 (.02)	.11 (.02)
	BLANKS	21	12	6	3	10	11	7	2	6	6

Question 1: The following statements describe attributes of medical students. Please circle the number which corresponds best to what YOU DO in evaluating undergraduate medical students.

KEY: USE = I USE this attribute in evaluating undergraduate medical students.
NOT USE = I DO NOT USE this attribute, as I do not consider it appropriate in the undergraduate medical student teaching and evaluation I now do.
NOT CONSIDER = I HAVE NOT CONSIDERED using this attribute in evaluating undergraduate medical students.

PRIMARY CARE ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Student's knowledge of basic facts, principles and generalizations.	USE	.93	.98	.92	.93	.94	.93	.39	1.00	1.00	.99
	NOT USE	.03	.02	.00	.07	.05	.01	.25	.00	.00	.01
	NOT CONSIDER	.03	.00	.06	.00	.00	.06	.29	.00	.00	.00
	BLANKS	4	3	0	1	1	3	3	0	0	1
Student's skill in solving problems.	USE	.93	.97 (.02)	.92	.92	.93	.93	.39	1.00	.98	.99
	NOT USE	.03	.02	.00	.08	.05	.01	.25	.00	.01	.01
	NOT CONSIDER	.03	.01	.06	.00	.00	.06	.29	.00	.01	.00
	BLANKS	4	3	0	1	1	3	3	0	0	1
Student's demonstration of skills needed by practicing physicians.	USE	.79 (.03)	.83 (.05)	.73 (.07)	.86 (.03)	.79 (.05)	.79 (.05)	.35 (.02)	.74 (.08)	.88 (.05)	.93 (.04)
	NOT USE	.13 (.03)	.16 (.05)	.14 (.06)	.12 (.03)	.12 (.04)	.14 (.05)	.29 (.02)	.19 (.08)	.07 (.04)	.07 (.04)
	NOT CONSIDER	.07 (.02)	.01	.12 (.04)	.03 (.02)	.07 (.04)	.07	.29	.08 (.05)	.05 (.03)	.00 (.03)
	BLANKS	6	5	0	1	3	3	5	0	0	1
Student's familiarity with standard references.	USE	.71 (.04)	.59 (.06)	.71 (.06)	.75 (.05)	.69 (.05)	.72 (.05)	.29 (.04)	.74 (.08)	.62 (.08)	.87 (.04)
	NOT USE	.20 (.03)	.35 (.06)	.16 (.05)	.19 (.04)	.20 (.03)	.21 (.05)	.35 (.04)	.19 (.06)	.27 (.07)	.12 (.04)
	NOT CONSIDER	.08 (.02)	.06 (.02)	.11 (.04)	.06 (.03)	.09 (.04)	.08	.29	.07 (.05)	.11 (.05)	.01
	BLANKS	7	3	0	4	1	6	3	0	3	1

Question 1 - continued

PRIMARY CARE ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Student's demonstration of personal responsibility (e.g., self-reliance, self-discipline, management of time, acceptance of responsibility.)	USE	.90	.95 (.02)	.87 (.03)	.92	.93	.87 (.03)	.37	1.00	.92 (.04)	.95 (.04)
	NOT USE	.05	.04 (.02)	.03 (.03)	.07	.05	.04 (.03)	.25	.00	.03	.05 (.04)
	NOT CONSIDER	.05	.01	.09 (.02)	.01	.00	.09 (.02)	.31	.00	.05 (.04)	.00 (.04)
	BLANKS	4	3	0	1	1	3	3	0	0	1
Student's demeanor as a professional.	USE	.86 (.02)	.91 (.04)	.85 (.05)	.86 (.03)	.88 (.04)	.84 (.04)	.35 (.03)	.87 (.06)	.97 (.02)	.93 (.05)
	NOT USE	.07 (.02)	.04 (.02)	.05 (.04)	.13 (.03)	.11 (.04)	.04 (.02)	.25	.13 (.06)	.01	.00
	NOT CONSIDER	.06	.05 (.03)	.10 (.03)	.01	.00	.12 (.03)	.33 (.03)	.00 (.03)	.01	.07 (.05)
	BLANKS	7	4	2	1	4	3	3	1	1	2
Student's skill in generalizing from specific cases to more general issues, and drawing defensible conclusions.	USE	.86 (.02)	.85 (.04)	.85 (.04)	.89 (.02)	.84 (.04)	.89	.35 (.03)	.91 (.05)	.90 (.04)	.95 (.03)
	NOT USE	.08 (.02)	.09 (.04)	.06 (.04)	.10 (.02)	.13 (.04)	.03	.30 (.03)	.09 (.05)	.06 (.03)	.01
	NOT CONSIDER	.05	.06 (.03)	.08	.01	.02	.08	.29	.00	.04 (.02)	.04 (.02)
	BLANKS	5	3	1	1	2	3	3	0	0	2
Student's effectiveness in dealing with stress that they face.	USE	.78 (.03)	.71 (.05)	.76 (.06)	.85 (.03)	.78 (.05)	.78 (.04)	.35 (.02)	.86 (.06)	.78 (.06)	.84 (.06)
	NOT USE	.11 (.02)	.15 (.04)	.08 (.05)	.12 (.02)	.14 (.04)	.08 (.02)	.25	.10 (.06)	.12 (.05)	.06 (.02)
	NOT CONSIDER	.10 (.02)	.14 (.04)	.15 (.04)	.03 (.02)	.07 (.02)	.14 (.03)	.33 (.02)	.04 (.02)	.10 (.05)	.10 (.05)
	BLANKS	4	3	0	1	1	3	3	0	0	1

Question 1 - continued

PRIMARY CARE ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Student's capacity to deal with ambiguity and uncertainty	USE	.79 (.02)	.85 (.04)	.79 (.04)	.77 (.04)	.80 (.03)	.78 (.04)	.35 (.03)	.92 (.03)	.72 (.06)	.86 (.06)
	NOT USE	.12 (.02)	.09 (.04)	.10 (.04)	.16 (.03)	.14 (.02)	.10 (.04)	.30 (.03)	.03 (.02)	.19 (.06)	.11 (.05)
	NOT CONSIDER	.08	.06 (.03)	.10 (.02)	.07 (.03)	.05 (.02)	.11 (.02)	.29	.05 (.02)	.10 (.05)	.03 (.02)
	BLANKS	5	3	1	1	2	3	3	0	0	2
Student's attitude toward medicine as a profession.	USE	.72 (.04)	.68 (.05)	.72 (.07)	.74 (.05)	.74 (.05)	.70 (.05)	.26	.72 (.09)	.76 (.06)	.84 (.05)
	NOT USE	.18 (.03)	.19 (.05)	.19 (.06)	.16 (.03)	.18 (.05)	.17 (.05)	.34 (.03)	.22 (.08)	.15 (.05)	.09 (.04)
	NOT CONSIDER	.10	.13 (.04)	.08	.10 (.04)	.06 (.02)	.13 (.02)	.33 (.03)	.05 (.03)	.08 (.02)	.07 (.03)
	BLANKS	7	5	0	2	3	4	5	0	0	2
Student's attitude toward scientific inquiry.	USE	.76 (.03)	.79 (.05)	.74 (.06)	.79 (.03)	.75 (.05)	.78 (.04)	.16 (.03)	.79 (.08)	.89 (.04)	.84 (.05)
	NOT USE	.17 (.03)	.14 (.04)	.17 (.06)	.18 (.03)	.19 (.05)	.15 (.04)	.49 (.03)	.19 (.08)	.10 (.04)	.09 (.04)
	NOT CONSIDER	.06	.07 (.03)	.08	.03 (.02)	.05 (.02)	.07	.29	.02	.01	.06 (.03)
	BLANKS	5	3	1	1	2	3	3	0	0	2
Student's performance on the National Boards.	USE	.23 (.03)	.28 (.05)	.23 (.06)	.20 (.05)	.29 (.05)	.16 (.04)	.19	.33 (.08)	.21 (.07)	.13 (.04)
	NOT USE	.30	.63 (.05)	.41 (.06)	.55 (.06)	.46 (.05)	.54 (.06)	.46	.46 (.07)	.56 (.08)	.50 (.07)
	NOT CONSIDER	.27	.10 (.03)	.35 (.07)	.25 (.06)	.24 (.06)	.30 (.05)	.29	.21 (.08)	.23 (.07)	.36 (.07)
	BLANKS	6	4	1	1	3	3	4	0	0	2

Question 1 - continued

PRIMARY CARE ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Student's performance as compared to his/her peers.	USE	.76 (.03)	.77 (.05)	.74 (.06)	.78 (.05)	.76 (.05)	.76 (.05)	.37	.79 (.07)	.86 (.05)	.76 (.07)
	NOT USE	.15 (.02)	.23 (.05)	.09 (.04)	.20 (.04)	.15 (.03)	.15 (.04)	.27	.15 (.04)	.14 (.05)	.14 (.06)
	NOT CONSIDER	.08 (.02)	.00 (.02)	.16 (.05)	.02 (.02)	.07 (.04)	.09 (.02)	.29	.06 (.05)	.00 (.05)	.10 (.05)
	BLANKS	4	3	0	1	1	3	3	0	0	1
Student's initiative and skill in pursuing his/her own learning.	USE	.90 (.02)	.95 (.02)	.86 (.04)	.93	.93	.88 (.04)	.37	.95 (.04)	.96 (.04)	.98
	NOT USE	.03	.05 (.02)	.00 (.02)	.07	.06	.01	.27	.00	.00	.02
	NOT CONSIDER	.06 (.02)	.00 (.02)	.12 (.04)	.00 (.04)	.00 (.04)	.11 (.04)	.29	.05 (.04)	.04 (.04)	.00 (.04)
	BLANKS	4	3	0	1	1	3	3	0	0	1
Student's skill in relating to patients.	USE	.89	.92 (.03)	.89 (.03)	.87 (.02)	.89 (.02)	.89 (.03)	.37	.93 (.02)	.98	.94 (.04)
	NOT USE	.05	.07 (.03)	.00 (.03)	.11 (.02)	.08	.02	.27	.05 (.02)	.01	.01
	NOT CONSIDER	.05	.01	.10 (.03)	.02	.01	.09 (.02)	.29	.02	.01	.05 (.04)
	BLANKS	4	3	0	1	1	3	3	0	0	1
Student's skill in relating to other students and to faculty members.	USE	.80 (.03)	.83 (.05)	.79 (.06)	.79 (.04)	.79 (.05)	.80 (.04)	.33 (.04)	.84 (.06)	.89 (.05)	.82 (.06)
	NOT USE	.12 (.03)	.11 (.04)	.09 (.05)	.15 (.04)	.16 (.04)	.07 (.03)	.32 (.04)	.12 (.06)	.01	.14 (.06)
	NOT CONSIDER	.08 (.02)	.06 (.03)	.10 (.02)	.06 (.03)	.04 (.02)	.12 (.03)	.29	.04 (.03)	.10 (.05)	.04 (.03)
	BLANKS	5	3	1	1	2	3	3	0	0	2

Question 1: The following statements describe attributes of medical students. Please circle the number which corresponds best to what YOU DO in evaluating undergraduate medical students.

KEY: USE = I USE this attribute in evaluating undergraduate medical students.
NOT USE = I DO NOT USE this attribute, as I do not consider it appropriate in the undergraduate medical student teaching and evaluation I now do.
NOT CONSIDER = I HAVE NOT CONSIDERED using this attribute in evaluating undergraduate medical students.

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Student's knowledge of basic facts, principles and generalizations.	USE	.95 (.02)	.98 (.02)	.92 (.04)	.97 (.02)	.92 (.03)	.99	.94 (.05)	.96 (.03)	.93 (.05)	.96 (.03)
	NOT USE	.02	.02 (.02)	.03 (.02)	.01	.02 (.02)	.01	.00	.01	.07 (.05)	.00 (.05)
	NOT CONSIDER	.03	.00	.05 (.03)	.02 (.02)	.06 (.03)	.00 (.03)	.06 (.05)	.03 (.02)	.00 (.02)	.04 (.03)
	BLANKS	5	3	2	0	2	3	1	1	3	0
Student's skill in solving problems.	USE	.96	.96 (.02)	.95 (.03)	.96 (.02)	.94 (.03)	.98	.89 (.07)	.98	.99	.95 (.04)
	NOT USE	.02	.04 (.02)	.00 (.02)	.04 (.02)	.02	.02	.05 (.05)	.02	.01	.02
	NOT CONSIDER	.02	.00	.05 (.03)	.00 (.03)	.04 (.02)	.00 (.02)	.06 (.05)	.00 (.05)	.00 (.05)	.04 (.03)
	BLANKS	4	2	2	0	2	2	1	1	2	0
Student's demonstration of skills needed by practicing physicians.	USE	.86 (.02)	.88 (.04)	.90 (.04)	.80 (.04)	.83 (.04)	.89 (.03)	.88 (.07)	.93 (.03)	.85 (.04)	.75 (.06)
	NOT USE	.08 (.02)	.07 (.04)	.05 (.02)	.12 (.04)	.06 (.03)	.11 (.03)	.05 (.05)	.04 (.02)	.12 (.04)	.13 (05)
	NOT CONSIDER	.06 (.02)	.05 (.02)	.05 (.03)	.08 (.03)	.11 (.03)	.00	.06 (.05)	.03 (.02)	.03 (.02)	.12 (.05)
	BLANKS	5	2	2	1	2	3	1	2	2	0
Student's familiarity with standard references.	USE	.69 (.02)	.64 (.06)	.70 (.06)	.69 (.06)	.63 (.02)	.76 (.04)	.64 (.10)	.70 (.07)	.57 (.08)	.81 (.06)
	NOT USE	.20	.17 (.05)	.20 (.05)	.22 (.05)	.27 (.05)	.13 (.03)	.17 (.06)	.24 (.07)	.34 (.08)	.07 (.03)
	NOT CONSIDER	.11 (.02)	.20 (.05)	.09 (.03)	.09 (.04)	.11 (.03)	.11 (.03)	.19 (.08)	.06 (.02)	.08 (.03)	.12 (.05)
	BLANKS	5	2	2	1	2	3	1	2	2	0

Question 1 - continued

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Student's demonstration of personal responsibility (e.g., self-reliance, self-discipline, management of time, acceptance of responsibility.)	USE	.94 (.02)	.89 (.04)	.92 (.04)	.98	.95 (.02)	.94 (.02)	.94 (.05)	.93 (.03)	.95 (.02)	.96 (.03)
	NOT USE	.02	.05 (.02)	.01	.02	.01	.03	.01	.04 (.02)	.02 (.02)	.00 (.02)
	NOT CONSIDER	.04	.07 (.03)	.07 (.03)	.00 (.03)	.04 (.02)	.03 (.02)	.06 (.05)	.03 (.02)	.03 (.02)	.04 (.03)
	BLANKS	4	2	2	0	2	2	1	1	2	0
Student's demeanor as a professional.	USE	.91 (.02)	.86 (.04)	.91 (.04)	.92 (.03)	.89 (.03)	.92 (.03)	.99	.93 (.03)	.85 (.06)	.85 (.05)
	NOT USE	.04	.08 (.03)	.02	.06 (.02)	.04	.05 (.02)	.00 (.02)	.04 (.02)	.05 (.03)	.09 (.04)
	NOT CONSIDER	.05 (.02)	.06 (.03)	.07 (.04)	.03 (.02)	.07 (.03)	.03 (.02)	.01	.04 (.02)	.10 (.06)	.06 (.04)
	BLANKS	4	2	2	0	2	2	1	1	2	0
Student's skill in generalizing from specific cases to more general issues, and drawing defensible conclusions.	USE	.82	.81 (.05)	.84 (.05)	.81 (.05)	.81 (.05)	.84 (.04)	.88 (.07)	.80 (.06)	.76 (.07)	.86 (.05)
	NOT USE	.11 (.02)	.10 (.04)	.12 (.04)	.10 (.04)	.12 (.04)	.09 (.02)	.05 (.05)	.10 (.04)	.18 (.07)	.09 (.04)
	NOT CONSIDER	.07 (.02)	.09 (.03)	.04 (.03)	.09 (.04)	.07 (.02)	.08 (.03)	.07 (.06)	.10 (.04)	.05 (.03)	.04 (.03)
	BLANKS	5	2	2	1	2	3	1	2	2	0
Student's effectiveness in dealing with stress that they face.	USE	.78	.70 (.06)	.78 (.06)	.81 (.04)	.75 (.05)	.81 (.04)	.87 (.06)	.83 (.05)	.73 (.07)	.69 (.07)
	NOT USE	.11 (.02)	.18 (.05)	.05 (.03)	.15 (.03)	.10 (.03)	.12 (.02)	.00 (.02)	.10 (.04)	.08 (.03)	.23 (.06)
	NOT CONSIDER	.11 (.02)	.11 (.04)	.17 (.05)	.04 (.02)	.14 (.04)	.07 (.03)	.13 (.06)	.07 (.03)	.18 (.07)	.08 (.04)
	BLANKS	5	2	2	1	2	3	1	2	2	0

Question 1 - continued

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Student's capacity to deal with ambiguity and uncertainty	USE	.76 (.02)	.74 (.05)	.79 (.06)	.75 (.05)	.71	.83 (.03)	.77 (.08)	.80 (.06)	.70 (.07)	.75 (.06)
	NOT USE	.12 (.02)	.13 (.04)	.06 (.03)	.18 (.05)	.14 (.04)	.11 (.03)	.05 (.05)	.14 (.05)	.09 (.04)	.18 (.06)
	NOT CONSIDER	.11 (.02)	.13 (.04)	.15 (.05)	.07 (.03)	.15 (.04)	.07 (.02)	.18 (.07)	.06 (.03)	.20 (.07)	.07 (.04)
	BLANKS	5	2	3	0	2	3	1	1	3	0
Student's attitude toward medicine as a profession.	USE	.74 (.02)	.71 (.05)	.77 (.06)	.72 (.05)	.69	.79 (.04)	.87 (.07)	.74 (.07)	.65 (.08)	.71 (.07)
	NOT USE	.15 (.03)	.15 (.04)	.08 (.04)	.22 (.05)	.15 (.04)	.14 (.03)	.06 (.05)	.18 (.06)	.12 (.04)	.19 (.06)
	NOT CONSIDER	.11 (.02)	.14 (.04)	.16 (.05)	.06 (.03)	.15 (.04)	.07 (.02)	.06 (.05)	.08 (.04)	.23 (.07)	.10 (.04)
	BLANKS	7	2	3	2	2	5	1	3	2	1
Student's attitude toward scientific inquiry.	USE	.82	.79 (.05)	.86 (.05)	.79 (.05)	.77 (.05)	.87 (.03)	.84 (.06)	.81 (.06)	.82 (.06)	.82 (.06)
	NOT USE	.10 (.02)	.10 (.04)	.08 (.04)	.12 (.04)	.13 (.04)	.07 (.02)	.10 (.06)	.11 (.05)	.07 (.03)	.11 (.05)
	NOT CONSIDER	.08 (.02)	.10 (.04)	.07 (.04)	.08 (.04)	.10 (.03)	.06 (.02)	.06 (.05)	.08 (.04)	.11 (.06)	.07 (.04)
	BLANKS	5	2	3	0	2	3	1	1	2	1
Student's performance on the National Boards.	USE	.29 (.02)	.39 (.05)	.36 (.07)	.17 (.05)	.32 (.05)	.24 (.05)	.23 (.08)	.31 (.07)	.26 (.07)	.33 (.06)
	NOT USE	.52 (.03)	.42 (.07)	.45 (.06)	.63 (.06)	.46 (.02)	.60 (.05)	.54 (.08)	.56 (.08)	.53 (.08)	.46 (.07)
	NOT CONSIDER	.19	.19 (.05)	.19 (.05)	.20 (.05)	.22 (.05)	.15 (.04)	.23 (.09)	.13 (.05)	.21 (.07)	.22 (.06)
	BLANKS	7	2	3	2	4	3	2	2	3	0

Question 1 - continued

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Student's performance as compared to his/her peers.	USE	.81	.80 (.05)	.84 (.05)	.79 (.05)	.85 (.04)	.77 (.05)	.83 (.08)	.76 (.06)	.83 (.05)	.86 (.05)
	NOT USE	.11 (.02)	.18 (.05)	.05 (.03)	.15 (.05)	.10 (.03)	.12 (.04)	.17 (.08)	.13 (.05)	.11 (.04)	.05 (.03)
	NOT CONSIDER	.07 (.02)	.01	.10 (.03)	.07 (.03)	.05 (.02)	.11 (.03)	.00 (.03)	.11 (.05)	.06 (.03)	.09 (.04)
	BLANKS	4	2	2	0	2	2	1	1	2	0
Student's initiative and skill in pursuing his/her own learning.	USE	.97	.94 (.03)	.98 (.02)	.97 (.02)	.95 (.02)	.99	1.00	.95 (.03)	.98	.96 (.03)
	NOT USE	.01	.05 (.03)	.00 (.03)	.01	.01	.01	.00	.02	.02	.00
	NOT CONSIDER	.02	.01	.02 (.02)	.02 (.02)	.04 (.02)	.00 (.02)	.00 (.02)	.03 (.02)	.00 (.02)	.04 (.03)
	BLANKS	4	2	2	0	2	2	1	1	2	0
Student's skill in relating to patients.	USE	.88 (.02)	.92 (.03)	.90 (.04)	.84 (.04)	.87 (.04)	.89 (.03)	.94 (.05)	.89 (.04)	.86 (.06)	.84 (.06)
	NOT USE	.07 (.02)	.05 (.02)	.06 (.03)	.10 (.03)	.07 (.03)	.07 (.02)	.06 (.05)	.06 (.03)	.11 (.05)	.08 (.04)
	NOT CONSIDER	.06	.03 (.02)	.04 (.03)	.06 (.03)	.06 (.02)	.03 (.02)	.01	.05 (.03)	.03 (.02)	.09 (.04)
	BLANKS	5	2	2	1	2	3	1	2	2	0
Student's skill in relating to other students and to faculty members.	USE	.81	.82 (.04)	.84 (.05)	.77 (.05)	.80 (.04)	.82 (.04)	.79 (.09)	.81 (.05)	.82 (.06)	.79 (.06)
	NOT USE	.11 (.02)	.10 (.04)	.07 (.03)	.16 (.05)	.11 (.03)	.11 (.03)	.05 (.05)	.13 (.04)	.11 (.04)	.14 (.05)
	NOT CONSIDER	.08 (.02)	.09 (.03)	.09 (.04)	.07 (.03)	.09 (.03)	.07 (.03)	.15 (.08)	.06 (.03)	.07 (.05)	.07 (.04)
	BLANKS	6	2	3	1	2	4	1	2	3	0

Question 1: The following statements describe attributes of medical students. Please circle the number which corresponds best to what YOU DO in evaluating undergraduate medical students.

KEY: USE = I USE this attribute in evaluating undergraduate medical students.
NOT USE = I DO NOT USE this attribute, as I do not consider it appropriate in the undergraduate medical student teaching and evaluation I now do.
NOT CONSIDER = I HAVE NOT CONSIDERED using this attribute in evaluating undergraduate medical students.

BASIC SCIENCES ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Student's knowledge of basic facts, principles and generalizations.	USE	.99	.99	.98	.99	.99	.99	.89 (.07)	1.00	1.00	1.00
	NOT USE	.01	.01	.02	.00	.01	.00	.07 (.06)	.00 (.06)	.00	.00
	NOT CONSIDER	.00	.00	.00	.01	.00	.01	.04 (.03)	.00 (.03)	.00 (.03)	.00 (.03)
	BLANKS	5	4	1	0	2	3	2	0	1	2
Student's skill in solving problems.	USE	.93	.96 (.02)	.90 (.03)	.96 (.02)	.93 (.02)	.94 (.02)	.93 (.06)	.92 (.03)	.95 (.02)	.94 (.02)
	NOT USE	.05	.02	.08 (.03)	.03 (.02)	.06 (.02)	.04 (.02)	.07 (.06)	.06 (.03)	.04 (.02)	.05 (.02)
	NOT CONSIDER	.02	.03	.02	.01	.01	.02	.00	.02	.01	.02
	BLANKS	5	4	1	0	2	3	2	0	1	2
Student's demonstration of skills needed by practicing physicians.	USE	.40 (.03)	.41 (.05)	.43 (.04)	.36 (.04)	.40 (.04)	.41 (.04)	.36 (.05)	.35 (.05)	.46 (.05)	.42 (.05)
	NOT USE	.41 (.03)	.36 (.04)	.40 (.04)	.44 (.05)	.43 (.04)	.38 (.04)	.39 (.10)	.45 (.06)	.37 (.04)	.41 (.05)
	NOT CONSIDER	.19 (.02)	.23 (.04)	.17 (.03)	.20 (.04)	.18 (.03)	.21 (.03)	.25 (.10)	.21 (.04)	.17 (.03)	.17 (.04)
	BLANKS	10	7	1	2	4	6	2	1	2	5
Student's familiarity with standard references.	USE	.50 (.03)	.50 (.05)	.51 (.05)	.49 (.04)	.47 (.04)	.54 (.04)	.31 (.08)	.51 (.05)	.57 (.05)	.49 (.05)
	NOT USE	.33 (.03)	.31 (.04)	.38 (.05)	.29 (.04)	.31 (.04)	.35 (.04)	.35 (.07)	.35 (.05)	.30 (.04)	.33 (.05)
	NOT CONSIDER	.17 (.02)	.20 (.04)	.11 (.03)	.22 (.03)	.22 (.03)	.11 (.02)	.34 (.04)	.14 (.04)	.13 (.03)	.18 (.04)
	BLANKS	7	5	1	1	4	3	2	0	2	3

BASIC SCIENCES ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Student's demonstration of personal responsibility (e.g., self-reliance, self-discipline, management of time, acceptance of responsibility.)	USE	.64 (.03)	.68 (.04)	.61 (.04)	.67 (.05)	.65 (.04)	.64 (.04)	.64 (.10)	.65 (.05)	.61 (.04)	.67 (.05)
	NOT USE	.24 (.02)	.24 (.04)	.28 (.04)	.21 (.04)	.24 (.03)	.25 (.03)	.29 (.09)	.22 (.04)	.26 (.04)	.23 (.04)
	NOT CONSIDER	.11 (.02)	.08 (.02)	.12 (.03)	.12 (.03)	.11 (.02)	.11 (.02)	.07 (.04)	.13 (.04)	.13 (.03)	.10 (.03)
	BLANKS	9	6	1	2	5	4	2	1	2	4
Student's demeanor as a professional.	USE	.47 (.03)	.52 (.05)	.42 (.04)	.51 (.05)	.49 (.04)	.45 (.04)	.53 (.10)	.41 (.05)	.50 (.05)	.50 (.05)
	NOT USE	.36 (.03)	.32 (.04)	.42 (.04)	.32 (.05)	.36 (.04)	.36 (.04)	.38 (.10)	.35 (.05)	.41 (.05)	.32 (.05)
	NOT CONSIDER	.17 (.02)	.16 (.03)	.16 (.03)	.18 (.04)	.15 (.03)	.18 (.03)	.09 (.05)	.24 (.05)	.09 (.02)	.18 (.04)
	BLANKS	10	6	1	3	4	6	3	0	3	4
Student's skill in generalizing from specific cases to more general issues, and drawing defensible conclusions.	USE	.80 (.02)	.80 (.04)	.78 (.04)	.82 (.03)	.79 (.03)	.81 (.03)	.89 (.07)	.72 (.05)	.83 (.03)	.82 (.04)
	NOT USE	.12 (.02)	.11 (.03)	.13 (.03)	.12 (.03)	.12 (.02)	.12 (.02)	.07 (.06)	.15 (.04)	.10 (.03)	.11 (.03)
	NOT CONSIDER	.08	.09 (.02)	.09 (.03)	.06 (.02)	.09 (.02)	.07 (.02)	.04 (.03)	.13 (.03)	.06 (.02)	.07 (.03)
	BLANKS	9	7	1	1	3	6	2	1	3	3
Student's effectiveness in dealing with stress that they face.	USE	.36 (.02)	.42 (.04)	.37 (.04)	.31 (.04)	.34 (.03)	.38 (.04)	.43 (.05)	.28 (.05)	.36 (.04)	.41 (.05)
	NOT USE	.41 (.03)	.38 (.04)	.41 (.04)	.43 (.04)	.39 (.04)	.44 (.04)	.45 (.03)	.50 (.05)	.35 (.04)	.37 (.05)
	NOT CONSIDER	.23 (.02)	.20 (.04)	.22 (.04)	.25 (.04)	.27 (.03)	.18 (.03)	.12 (.05)	.23 (.05)	.29 (.04)	.22 (.04)
	BLANKS	7	5	1	1	3	4	2	0	2	3

Question 1 - continued

BASIC SCIENCES ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES: SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	ACADEMIC RANK: INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Student's capacity to deal with ambiguity and uncertainty	USE	**.52 (.03)**	.57 (.04)	.58 (.05)	.44 (.04)	.52 (.04)	.53 (.04)	.37 (.07)	.47 (.05)	.51 (.05)	.63 (.05)
	NOT USE	**.30 (.02)**	.23 (.04)	.29 (.04)	.34 (.04)	.32 (.03)	.26 (.03)	.48 (.06)	.27 (.05)	.28 (.04)	.27 (.04)
	NOT CONSIDER	**.18 (.02)**	.20 (.03)	.13 (.03)	.22 (.04)	.16 (.03)	.21 (.03)	.15 (.04)	.25 (.05)	.21 (.04)	.09 (.03)
	BLANKS	**9**	5	1	3	4	5	3	0	2	4
Student's attitude toward medicine as a profession.	USE	**.41 (.03)**	.45 (.04)	.39 (.04)	.41 (.05)	.40 (.04)	.42 (.04)	.59 (.10)	.34 (.05)	.41 (.05)	.42 (.05)
	NOT USE	**.38 (.03)**	.38 (.04)	.39 (.04)	.38 (.05)	.38 (.04)	.38 (.04)	.28 (.09)	.42 (.05)	.38 (.05)	.38 (.05)
	NOT CONSIDER	**.21 (.02)**	.18 (.03)	.22 (.04)	.21 (.04)	.21 (.03)	.20 (.03)	.13 (.05)	.23 (.05)	.21 (.04)	.20 (.04)
	BLANKS	**8**	5	1	2	4	4	2	0	2	4
Student's attitude toward scientific inquiry.	USE	**.65 (.03)**	.61 (.04)	.63 (.05)	.70 (.05)	.60 (.04)	.72 (.03)	.63 (.12)	.61 (.05)	.67 (.04)	.69 (.04)
	NOT USE	**.21 (.02)**	.24 (.04)	.23 (.04)	.17 (.04)	.24 (.03)	.17 (.03)	.05 (.03)	.29 (.05)	.22 (.04)	.17 (.04)
	NOT CONSIDER	**.14 (.02)**	.14 (.03)	.14 (.04)	.13 (.03)	.16 (.03)	.11 (.02)	.32 (.12)	.10 (.03)	.11 (.03)	.14 (.04)
	BLANKS	**9**	6	1	2	5	4	2	0	4	3
Student's performance on the National Boards.	USE	**.41 (.03)**	.53 (.05)	.44 (.05)	.31 (.04)	.40 (.04)	.41 (.04)	.30 (.07)	.42 (.05)	.40 (.04)	.44 (.05)
	NOT USE	**.40 (.03)**	.33 (.04)	.39 (.05)	.46 (.05)	.40 (.04)	.41 (.04)	.53 (.12)	.42 (.05)	.41 (.04)	.33 (.05)
	NOT CONSIDER	**.19 (.02)**	.14 (.03)	.17 (.03)	.24 (.04)	.20 (.03)	.18 (.03)	.17 (.09)	.16 (.04)	.18 (.03)	.22 (.04)
	BLANKS	**8**	5	2	1	4	4	2	1	2	3

Question 1 - continued

BASIC SCIENCES ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Student's performance as compared to his/her peers.	USE	.79 (.02)	.81 (.04)	.80 (.04)	.76 (.04)	.78 (.03)	.80 (.03)	.78 (.08)	.71 (.05)	.81 (.04)	.85 (.04)
	NOT USE	.13 (.02)	.13 (.03)	.11 (.03)	.17 (.04)	.14 (.03)	.13 (.03)	.09 (.05)	.19 (.04)	.14 (.03)	.10 (.03)
	NOT CONSIDER	.08	.06 (.02)	.09 (.03)	.07 (.02)	.09 (.02)	.07 (.02)	.13 (.07)	.10 (.03)	.06 (.02)	.06 (.02)
	BLANKS	9	5	1	3	4	5	3	0	2	4
Student's initiative and skill in pursuing his/her own learning.	USE	.76 (.02)	.72 (.04)	.75 (.04)	.79 (.03)	.75 (.03)	.78 (.03)	.71 (.04)	.78 (.04)	.77 (.04)	.76 (.04)
	NOT USE	.16 (.02)	.18 (.03)	.15 (.03)	.15 (.03)	.17 (.02)	.14 (.03)	.25	.15 (.04)	.14 (.03)	.16 (.03)
	NOT CONSIDER	.08	.09 (.03)	.10 (.03)	.06 (.02)	.08 (.02)	.08 (.02)	.05 (.04)	.07 (.02)	.09 (.03)	.09 (.03)
	BLANKS	12	9	1	2	6	6	2	2	3	5
Student's skill in relating to patients.	USE	.19 (.02)	.23 (.04)	.19 (.04)	.18 (.03)	.16 (.03)	.23 (.03)	.32 (.08)	.18 (.04)	.18 (.04)	.17 (.04)
	NOT USE	.51 (.03)	.49 (.04)	.53 (.05)	.51 (.05)	.54 (.04)	.48 (.04)	.37 (.11)	.52 (.05)	.57 (.05)	.51 (.05)
	NOT CONSIDER	.30 (.03)	.28 (.04)	.29 (.04)	.31 (.05)	.30 (.04)	.29 (.03)	.30 (.10)	.30 (.05)	.25 (.04)	.32 (.05)
	BLANKS	8	5	1	2	4	4	2	0	3	3
Student's skill in relating to other students and to faculty members.	USE	.45 (.03)	.50 (.04)	.43 (.05)	.44 (.04)	.46 (.04)	.42 (.04)	.54 (.07)	.44 (.05)	.45 (.05)	.41 (.05)
	NOT USE	.38 (.03)	.35 (.04)	.41 (.05)	.36 (.05)	.35 (.04)	.42 (.04)	.29 (.11)	.42 (.05)	.39 (.05)	.36 (.05)
	NOT CONSIDER	.18 (.02)	.16 (.03)	.17 (.03)	.19 (.04)	.19 (.03)	.15 (.03)	.17 (.09)	.14 (.04)	.16 (.03)	.22 (.04)
	BLANKS	8	6	1	1	4	4	2	0	3	3

EVALUATION OF INSTRUCTORS

SECTION B

Question 2

Question 2: The following statements describe attributes of teachers of undergraduate medical students. Please indicate which you would regard as appropriate to evaluate YOUR TEACHING by circling the number which corresponds best to the way you feel.

KEY: USED = Could be USED (i.e., is appropriate).
NOT USED = Should NOT BE USED (i.e., is inappropriate).
NOT CONSIDERED = I HAVE NOT CONSIDERED (am undecided about) this attribute.

ALL DEPARTMENTS

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Whether the instructor has formulated instructional objectives.	USED	.88	.87 (.02)	.87	.90 (.02)	.90 (.02)	.86 (.02)	.85 (.05)	.88 (.02)	.93 (.02)	.86 (.02)
	NOT USED	.04	.06	.03	.04	.04	.03	.00	.06 (.02)	.02	.05
	NOT CONSIDERED	.08	.06	.11 (.02)	.06 (.02)	.06	.11 (.02)	.14 (.05)	.06 (.02)	.05	.09 (.02)
	BLANKS	12	6	3	3	6	6	5	1	2	4
The extent to which the instructional objectives have been achieved.	USED	.88	.86 (.02)	.85	.91	.89 (.02)	.86 (.02)	.85 (.05)	.89 (.02)	.90 (.02)	.85 (.03)
	NOT USED	.05	.06	.05	.04	.05	.05	.02	.05	.06 (.02)	.06
	NOT CONSIDERED	.07	.07	.10 (.02)	.05	.07	.08 (.02)	.13 (.05)	.06 (.02)	.04	.09 (.02)
	BLANKS	14	6	5	3	8	6	6	0	3	5
Skill in arousing and maintaining student's interest in the subject matter being taught.	USED	.95	.95	.93 (.02)	.98	.95	.95	.94 (.04)	.94 (.02)	.98	.96
	NOT USED	.01	.02	.01	.01	.01	.02	.00	.02	.02	.01
	NOT CONSIDERED	.03	.03	.05 (.02)	.01	.04	.03	.06 (.04)	.04	.02	.03
	BLANKS	11	5	4	2	7	4	6	0	2	3
Skill in communicating to the students what is expected of them	USED	.94	.96	.93 (.02)	.96	.95	.94	.90 (.05)	.95	.94 (.02)	.96
	NOT USED	.02	.02	.03	.01	.01	.02	.04 (.03)	.01	.02	.02
	NOT CONSIDERED	.04	.02	.05 (.02)	.03	.04	.04	.06 (.04)	.03	.04 (.02)	.03
	BLANKS	11	5	5	1	7	4	6	0	2	3

Question 2 - continued

ALL DEPARTMENTS

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Skill in differentiating between important and minor topics.	USED	.94	.92 (.02)	.95 (.02)	.94	.94	.94 (.02)	.88 (.05)	.93 (.02)	.96	.96
	NOT USED	.02	.05	.00	.04	.02	.03	.04 (.02)	.03	.02	.01
	NOT CONSIDERED	.04	.03	.05 (.02)	.02	.04	.04	.08 (.05)	.04 (.02)	.03	.02
	BLANKS	11	6	4	1	7	4	6	0	2	3
Skill in adjusting the rate at which new ideas or concepts are offered according to how quickly students are learning them.	USED	.76	.73 (.03)	.74 (.02)	.80 (.03)	.78	.73 (.02)	.75 (.06)	.75	.77 (.03)	.76 (.03)
	NOT USED	.11	.11 (.02)	.09 (.02)	.12 (.02)	.09	.12 (.02)	.09 (.04)	.08 (.02)	.11 (.03)	.13 (.02)
	NOT CONSIDERED	.14	.16 (.02)	.18	.08	.13 (.02)	.14 (.02)	.16 (.05)	.16 (.03)	.12 (.02)	.10 (.02)
	BLANKS	14	7	4	3	9	5	7	1	2	4
Skill in communicating techical information to students.	USED	.91	.87 (.02)	.88 (.02)	.96	.92	.90 (.02)	.87 (.05)	.91 (.02)	.93 (.02)	.91 (.02)
	NOT USED	.04	.07 (.02)	.04	.02	.03	.04	.05 (.02)	.02	.04	.04
	NOT CONSIDERED	.06	.07	.08 (.02)	.02	.05	.06	.08 (.05)	.07 (.02)	.03	.05
	BLANKS	15	7	5	3	10	5	8	1	2	4
Skill in asking questions of students to verify that they understand what is being taught.	USED	.91	.93 (.02)	.91 (.02)	.92 (.02)	.92	.90 (.02)	.79 (.07)	.96	.93 (.02)	.92 (.02)
	NOT USED	.04	.03	.03	.06 (.02)	.03	.05	.11 (.05)	.02	.03	.03
	NOT CONSIDERED	.05	.04	.07 (.02)	.03	.04	.05 (.02)	.11 (.05)	.03	.04	.04
	BLANKS	11	5	4	2	6	5	5	0	2	4

Question 2 - continued

ALL DEPARTMENTS

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Skill in answering student's questions clearly and concisely.	USED	.97	.99	.96	.98	.98	.96	.90 (.05)	.99	.99	.98
	NOT USED	.00	.00	.00	.00	.00	.00	.01	.00	.01	.00
	NOT CONSIDERED	.02	.01	.04	.02	.02	.03	.09 (.05)	.01	.01	.02
	BLANKS	11	5	5	1	7	4	5	0	2	4
Skill in managing small group discussions (e.g. involving all students in discussions, fostering openness).	USED	.86	.87 (.02)	.85	.85 (.03)	.88 (.02)	.83	.70 (.07)	.88 (.02)	.88 (.02)	.89 (.02)
	NOT USED	.06	.06	.05	.06 (.02)	.06	.05	.11 (.05)	.04	.06	.04
	NOT CONSIDERED	.09	.07	.10 (.02)	.08 (.02)	.06	.12 (.02)	.19 (.06)	.08 (.02)	.06 (.02)	.07 (.02)
	BLANKS	12	7	4	1	7	5	6	0	2	4
Use of summaries at the end of a class or discussion.	USED	.70	.71 (.03)	.73 (.02)	.66	.68 (.02)	.72	.66 (.07)	.73	.74 (.03)	.64 (.03)
	NOT USED	.13	.16 (.02)	.09 (.02)	.16 (.02)	.13 (.02)	.13 (.02)	.13 (.05)	.09 (.02)	.13 (.03)	.18 (.03)
	NOT CONSIDERED	.17	.13 (.02)	.18	.18 (.03)	.19	.15 (.02)	.22 (.06)	.18 (.03)	.12 (.03)	.17 (.03)
	BLANKS	15	7	6	2	10	5	6	1	4	4
Skill in constructing valid examinations.	USED	.83	.88 (.02)	.86	.78	.82	.84	.84 (.06)	.82 (.03)	.87 (.03)	.82 (.03)
	NOT USED	.08	.06	.06 (.02)	.10 (.02)	.09 (.02)	.06	.04 (.02)	.08 (.02)	.06 (.02)	.09 (.02)
	NOT CONSIDERED	.09	.06	.08 (.02)	.12 (.02)	.09 (.02)	.09 (.02)	.12 (.06)	.10 (.02)	.06 (.02)	.09 (.02)
	BLANKS	13	5	4	3	8	5	6	0	2	5

Question 2 - continued

ALL DEPARTMENTS

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Skill in providing useful and appropriate feedback to students about their educational progress.	USED	.82	.84 (.02)	.83	.80	.83	.80	.74 (.08)	.84 (.03)	.78 (.03)	.86 (.02)
	NOT USED	.08	.06	.08 (.02)	.09 (.02)	.07	.09 (.02)	.13 (.05)	.07 (.02)	.10 (.02)	.06 (.02)
	NOT CONSIDERED	.10	.11 (.02)	.09 (.02)	.11 (.02)	.10	.10 (.02)	.13 (.05)	.10 (.02)	.12 (.03)	.08 (.02)
	BLANKS	12	6	5	1	8	4	6	0	3	3
Respect for student's points of view.	USED	.89	.93 (.02)	.86	.89 (.02)	.92	.85	.82 (.06)	.88 (.02)	.89 (.03)	.92 (.02)
	NOT USED	.04	.03	.04	.05	.03	.06 (.02)	.04 (.03)	.07 (.02)	.03	.03
	NOT CONSIDERED	.07	.05	.10 (.02)	.05	.05	.09 (.02)	.14 (.05)	.05	.08 (.02)	.05
	BLANKS	11	6	4	1	7	4	6	0	2	3
Skill in recognizing when individual students are having educational problems and identifying the sources of those problems.	USED	.85	.86 (.02)	.83	.87 (.02)	.86 (.02)	.84	.85 (.06)	.84 (.03)	.82 (.03)	.90 (.02)
	NOT USED	.06	.06	.06 (.02)	.06 (.02)	.05	.07 (.02)	.05 (.03)	.09 (.02)	.06 (.02)	.04
	NOT CONSIDERED	.09	.08	.11 (.02)	.07	.09	.09 (.02)	.11 (.05)	.07	.13 (.03)	.07 (.02)
	BLANKS	11	5	5	1	7	4	5	0	2	4
Skill in relating abstract concepts to real world situations.	USED	.87	.87 (.02)	.85	.89 (.02)	.86	.87 (.02)	.84 (.06)	.89 (.02)	.94 (.03)	.88 (.02)
	NOT USED	.06	.07 (.02)	.05	.06	.06	.05	.08 (.04)	.05	.06	.06
	NOT CONSIDERED	.08	.07	.10 (.02)	.05	.08	.08 (.02)	.08 (.05)	.06 (.02)	.11 (.03)	.07
	BLANKS	15	6	5	4	8	7	8	0	3	4

Question 2 - continued

ALL DEPARTMENTS

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Skill in determining the knowledge, skills and attitudes of students when instruction begins.	USED	.70	.68 (.03)	.71 (.02)	.70	.72 (.02)	.68 (.02)	.69 (.08)	.70	.70 (.03)	.71 (.03)
	NOT USED	.13	.14 (.02)	.13 (.02)	.13 (.02)	.14	.12 (.02)	.11 (.05)	.12 (.02)	.13 (.02)	.16 (.02)
	NOT CONSIDERED	.17	.18 (.02)	.16	.16 (.03)	.14	.19	.20 (.07)	.18 (.03)	.17 (.03)	.13 (.02)
	BLANKS	13	7	5	1	8	5	6	0	2	5
Availability to students outside class (for academic or personal matters).	USED	.82	.81 (.03)	.85	.80 (.03)	.82	.82 (.02)	.74 (.06)	.83 (.03)	.84 (.03)	.83 (.03)
	NOT USED	.08	.08 (.02)	.03	.13 (.02)	.09	.06	.09 (.04)	.08 (.02)	.07 (.02)	.07 (.02)
	NOT CONSIDERED	.10	.11 (.02)	.13 (.02)	.07	.09	.11 (.02)	.17 (.05)	.08 (.02)	.09 (.02)	.10 (.02)
	BLANKS	13	6	4	3	7	6	5	1	2	5
Skill in choosing testing techniques appropriate to different subject matter areas.	USED	.73	.72 (.03)	.75 (.02)	.70 (.02)	.73 (.02)	.72 (.02)	.70 (.07)	.71 (.02)	.74 (.04)	.74 (.03)
	NOT USED	.12	.11 (.02)	.12	.13 (.02)	.14	.10 (.02)	.11 (.04)	.13 (.03)	.13 (.03)	.11 (.02)
	NOT CONSIDERED	.15	.17 (.02)	.13	.17 (.03)	.14	.17	.20 (.06)	.16 (.03)	.13 (.03)	.14 (.02)
	BLANKS	34	16	8	10	17	17	9	7	6	12
Skill in using examinations and examination results to guide the learning of individual students.	USED	.75	.77 (.03)	.78 (.02)	.71 (.02)	.74 (.02)	.76	.71 (.07)	.80 (.03)	.71 (.04)	.74 (.03)
	NOT USED	.13	.11 (.02)	.09 (.02)	.17 (.03)	.14 (.02)	.12 (.02)	.10 (.05)	.09 (.02)	.14 (.03)	.17 (.03)
	NOT CONSIDERED	.12	.12 (.02)	.12	.12 (.03)	.12	.12 (.02)	.19 (.07)	.10 (.02)	.15 (.03)	.10 (.02)
	BLANKS	32	16	8	8	16	16	10	7	6	9

Question 2 - continued

ALL DEPARTMENTS

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Skill in helping students to become self-learners.	USED	.82	.81 (.02)	.81	.84 (.02)	.83	.80	.79 (.06)	.83 (.03)	.78 (.03)	.85 (.02)
	NOT USED	.08	.09 (.02)	.06 (.02)	.09 (.02)	.08	.07	.06 (.02)	.09 (.02)	.09 (.02)	.06
	NOT CONSIDERED	.11	.11	.13	.08 (.02)	.08	.13 (.02)	.15 (.06)	.08 (.02)	.13 (.02)	.09 (.02)
	BLANKS	31	15	7	9	16	15	9	7	5	10

Question 2: The following statements describe attributes of teachers of undergraduate medical students. Please indicate which you would regard as appropriate to evaluate YOUR TEACHING by circling the number which corresponds best to the way you feel.

KEY: USED = Could be USED (i.e., is appropriate).
NOT USED = Should NOT BE USED (i.e., is inappropriate).
NOT CONSIDERED = I HAVE NOT CONSIDERED (am undecided about) this attribute.

PRIMARY CARE ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Whether the instructor has formulated instructional objectives.	USED	.87 (.02)	.85 (.05)	.82 (.04)	.95 (.02)	.91 (.02)	.83 (.04)	.63	.92 (.05)	.91 (.04)	.87 (.04)
	NOT USED	.03	.08 (.03)	.00 (.03)	.03 (.02)	.02	.03	.02	.01	.03 (.02)	.04 (.02)
	NOT CONSIDERED	.10 (.02)	.07 (.03)	.17 (.04)	.02	.06 (.02)	.14 (.04)	.29	.08 (.05)	.06 (.04)	.08 (.04)
	BLANKS	5	4	0	1	1	4	3	0	1	1
The extent to which the instructional objectives have been achieved.	USED	.86 (.02)	.79 (.05)	.82 (.04)	.95 (.02)	.91 (.03)	.82 (.04)	.61 (.02)	.92 (.05)	.86 (.05)	.89 (.04)
	NOT USED	.05	.12 (.04)	.04 (.02)	.03 (.02)	.03	.06 (.02)	.04 (.02)	.00 (.02)	.11 (.05)	.05 (.02)
	NOT CONSIDERED	.08 (.02)	.09 (.04)	.13 (.04)	.02	.05 (.02)	.12 (.03)	.29	.08 (.05)	.02	.06 (.03)
	BLANKS	5	4	0	1	1	4	3	0	1	1
Skill in arousing and maintaining student's interest in the subject matter being taught.	USED	.93 (.02)	.95 (.03)	.88 (.04)	.98 (.02)	.92 (.04)	.93	.55	.92 (.05)	.99 (.01)	.98 (.02)
	NOT USED	.01	.02 (.02)	.00 (.02)	.02 (.02)	.01	.01	.00	.00	.01	.02 (.02)
	NOT CONSIDERED	.06 (.02)	.03 (.02)	.11 (.04)	.00 (.04)	.05 (.04)	.06	.29	.08 (.05)	.00 (.05)	.00 (.05)
	BLANKS	4	3	0	1	1	3	3	0	0	1
Skill in communicating to the students what is expected of them	USED	.95	.98	.91	.98 (.02)	.95 (.02)	.94	.65	1.00	.97 (.03)	.97 (.02)
	NOT USED	.00	.02	.00	.00	.01	.00	.0(	.00	.00	.01
	NOT CONSIDERED	.04	.00	.08	.02 (.02)	.03 (.02)	.06	.29	.00	.03 (.02)	.02 (.02)
	BLANKS	4	3	0	1	1	3	3	0	0	1

Question 2 - continued

PRIMARY CARE ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Skill in differentiating between important and minor topics.	USED	.92 (.02)	.93 (.03)	.89 (.03)	.96 (.03)	.98	.85 (.04)	.60 (.03)	.92 (.05)	.98	.97 (.02)
	NOT USED	.03	.06 (.03)	.00 (.03)	.04 (.03)	.00 (.03)	.05 (.02)	.04 (.03)	.03 (.03)	.01	.03 (.02)
	NOT CONSIDERED	.06	.01	.10 (.03)	.00 (.03)	.00	.09 (.03)	.29	.05 (.04)	.01	.00
	BLANKS	4	3	0	1	1	3	3	0	0	1
Skill in adjusting the rate at which new ideas or concepts are offered according to how quickly students are learning them.	USED	.76 (.03)	.73 (.06)	.75 (.06)	.78 (.05)	.76 (.05)	.75 (.04)	.41 (.03)	.83 (.07)	.68 (.08)	.85 (.04)
	NOT USED	.08 (.02)	.12 (.04)	.02	.14 (.04)	.08 (.03)	.07	.23 (.03)	.03 (.02)	.07 (.05)	.08 (.04)
	NOT CONSIDERED	.16 (.03)	.15 (.04)	.22 (.06)	.08 (.04)	.14 (.05)	.18 (.04)	.29	.14 (.07)	.25 (.08)	.06 (.03)
	BLANKS	4	3	0	1	1	3	3	0	0	1
Skill in communicating techical information to students.	USED	.91	.76 (.05)	.92	.96 (.02)	.93 (.02)	.89 (.02)	.60 (.03)	.96	.97	.91 (.03)
	NOT USED	.03	.16 (.05)	.00 (.05)	.02 (.02)	.04	.03	.04 (.03)	.03	.02	.05 (.03)
	NOT CONSIDERED	.05	.08 (.03)	.06	.02	.01	.08	.29	.01	.01	.04 (.02)
	BLANKS	5	3	0	2	1	4	3	0	0	2
Skill in asking questions of students to verify that they understand what is being taught.	USED	.90 (.02)	.95 (.03)	.85 (.04)	.93 (.02)	.94 (.02)	.85 (.03)	.41 (.03)	.95 (.04)	.93 (.03)	.98 (.02)
	NOT USED	.04	.03 (.02)	.02	.07 (.02)	.03 (.02)	.05	.23 (.03)	.00 (.03)	.03 (.02)	.02 (.02)
	NOT CONSIDERED	.06 (.02)	.02 (.02)	.12 (.04)	.00 (.04)	.01	.10 (.03)	.29	.05 (.04)	.04 (.03)	.00 (.03)
	BLANKS	4	3	0	1	1	3	3	0	0	1

39

Question 2 - continued

PRIMARY CARE ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Skill in answering student's questions clearly and concisely.	USED	.94	.98 (.02)	.92	.95 (.03)	.97	.91 (.02)	.65	.97 (.03)	.99	.98 (.02)
	NOT USED	.05	.02 (.02)	.06	.05 (.03)	.01	.09 (.02)	.29	.03 (.03)	.01	.02 (.02)
	NOT CONSIDERED										
	BLANKS	5	3	1	1	2	3	3	0	0	2
Skill in managing small group discussions (e.g. involving all students in discussions, fostering openness).	USED	.87	.97 (.02)	.89 (.02)	.82 (.03)	.89 (.02)	.85 (.03)	.20	.94 (.03)	.91 (.05)	1.00
	NOT USED	.05	.00	.00	.12	.05	.04	.44	.00	.00	.00
	NOT CONSIDERED	.07	.03 (.02)	.10 (.02)	.06 (.03)	.04 (.02)	.11 (.03)	.29	.06 (.03)	.09 (.05)	.00 (.05)
	BLANKS	4	3	0	1	1	3	3	0	0	1
Use of summaries at the end of a class or discussion.	USED	.72 (.03)	.65 (.06)	.75 (05)	.72 (.04)	.72 (.05)	.73 (.03)	.42 (.02)	.85 (.06)	.74 (.06)	.67 (.06)
	NOT USED	.09 (.02)	.14 (.04)	.04 (.02)	.13 (.03)	.06 (.02)	.12 (.03)	.21	.03 (.02)	.12 (.05)	.10 (.04)
	NOT CONSIDERED	.18 (.03)	.21 (.05)	.19 (.05)	.15 (.04)	.20 (.05)	.15 (.03)	.31	.12 (.06)	.14 (.05)	.23 (.06)
	BLANKS	5	3	1	1	2	3	3	0	1	1
Skill in constructing valid examinations.	USED	.79 (.03)	.83 (.04)	.79 (.05)	.79 (.05)	.75 (.05)	.84 (.03)	.63	.90 (.06)	.76 (.07)	.75 (.05)
	NOT USED	.08 (.03)	.06 (.03)	.08 (.05)	.10 (.04)	.13 (.05)	.04 (.02)	.00 (.02)	.07 (.05)	.11 (.06)	.11 (.04)
	NOT CONSIDERED	.11 (.02)	.11 (.04)	.12 (.03)	.11 (.04)	.10 (.03)	.13 (.02)	.31	.03 (.02)	.12 (.05)	.14 (.05)
	BLANKS	5	4	0	1	1	4	3	0	0	2

Question 2 - continued

PRIMARY CARE ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Skill in providing useful and appropriate feedback to students about their educational progress.	USED	.85 (.02)	.83 (.05)	.83 (.04)	.88 (.03)	.95 (.02)	.75 (.04)	.41 (.03)	.93 (.05)	.81 (.06)	.93 (.03)
	NOT USED	.06	.08 (.03)	.04 (.02)	.07 (.02)	.02	.10 (.02)	.19	.01	.09 (.05)	.04 (.02)
	NOT CONSIDERED	.09 (.02)	.10 (.04)	.12 (.04)	.04 (.02)	.02	.15 (.04)	.33 (.03)	.06 (.05)	.09 (.04)	.03 (.02)
	BLANKS	4	3	0	1	1	3	3	0	0	1
Respect for student's points of view.	USED	.88 (.02)	.94 (.03)	.87 (.03)	.85 (.03)	.91 (.03)	.84 (.02)	.41 (.03)	.97 (.02)	.89 (.05)	.91 (.04)
	NOT USED	.04	.04 (.02)	.02 (.02)	.07 (.02)	.02	.07 (.02)	.19	.01	.04 (.04)	.03 (.02)
	NOT CONSIDERED	.08	.03 (.02)	.09 (.02)	.07 (.03)	.06 (.02)	.10	.33 (.03)	.02	.07 (.04)	.06 (.03)
	BLANKS	4	3	0	1	1	3	3	0	0	1
Skill in recognizing when individual students are having educational problems and identifying the sources of those problems.	USED	.88 (.02)	.89 (.04)	.83 (.03)	.93 (.03)	.91 (.03)	.84 (.03)	.58 (.04)	.92 (.03)	.88 (.05)	.93 (.03)
	NOT USED	.06 (.02)	.07 (.03)	.06 (.03)	.04 (.03)	.03 (.02)	.08 (.03)	.04 (.03)	.06 (.03)	.08 (.05)	.04 (.02)
	NOT CONSIDERED	.06	.05 (.02)	.10 (.02)	.03 (.02)	.05 (.02)	.07	.31	.03 (.02)	.04 (.03)	.04 (.02)
	BLANKS	5	3	1	1	2	3	3	0	0	2
Skill in relating abstract concepts to real world situations.	USED	.88 (.02)	.86 (.04)	.82 (.05)	.95 (.02)	.90 (.04)	.85 (.03)	.60 (.03)	.92 (.05)	.86 (.05)	.93 (.02)
	NOT USED	.03	.08 (.03)	.00 (.03)	.04 (.02)	.00	.05 (.02)	.04 (.03)	.01	.02	.05 (.02)
	NOT CONSIDERED	.09 (.02)	.07 (.03)	.16 (.05)	.01	.08 (.04)	.10 (.02)	.29	.07 (.05)	.12 (.05)	.02
	BLANKS	4	3	0	1	1	3	3	0	0	1

Question 2 - continued

PRIMARY CARE ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Skill in determining the knowledge, skills and attitudes of students when instruction begins.	USED	.74	.71 (.06)	.70 (.07)	.80 (.05)	.80 (.05)	.68 (.06)	.56 (.03)	.80 (.08)	.68 (.08)	.78 (.07)
	NOT USED	.08 (.02)	.10 (.04)	.09 (.04)	.07 (.03)	.06 (.02)	.11 (.04)	.04 (.03)	.00 (.03)	.11 (.05)	.16 (.06)
	NOT CONSIDERED	.18 (.03)	.20 (.05)	.20 (.06)	.13 (.05)	.13 (.05)	.22 (.05)	.33 (.03)	.20 (.08)	.21 (.07)	.06 (.03)
	BLANKS	5	3	1	1	2	3	3	0	0	2
Availability to students outside class (for academic or personal matters).	USED	.83 (.03)	.83 (.04)	.83 (.04)	.84 (.05)	.84 (.04)	.82 (.04)	.56 (.03)	.93 (.03)	.87 (.06)	.79 (.07)
	NOT USED	.06 (.02)	.05 (.02)	.00 (.02)	.13 (.05)	.06 (.03)	.06 (.02)	.09 (.03)	.03 (.03)	.05 (.05)	.08 (.04)
	NOT CONSIDERED	.10 (.02)	.12 (.04)	.16 (.04)	.03 (.02)	.09 (.03)	.12 (.03)	.29	.04 (.02)	.08 (.04)	.13 (.05)
	BLANKS	4	3	0	1	1	3	3	0	0	1
Skill in choosing testing techniques appropriate to different subject matter areas.	USED	.62 (.02)	.63 (.06)	.61 (.08)	.63 (.06)	.62 (.06)	.62 (.06)	.12 (.04)	.67 (.09)	.69 (.08)	.67 (.07)
	NOT USED	.14 (.03)	.12 (.04)	.14 (.05)	.15 (.03)	.15 (.03)	.13 (.05)	.30 (.03)	.08 (.05)	.13 (.05)	.17 (.06)
	NOT CONSIDERED	.22 (.04)	.24 (.05)	.24 (.06)	.17 (.05)	.22 (.06)	.21 (.05)	.33 (.02)	.26 (.08)	.18 (.07)	.16 (.05)
	BLANKS	8	5	0	3	3	5	4	0	0	4
Skill in using examinations and examination results to guide the learning of individual students.	USED	.67 (.04)	.73 (.06)	.70 (.06)	.62 (.05)	.68 (.06)	.67 (.05)	.14 (.04)	.82 (.07)	.64 (.08)	.71 (.06)
	NOT USED	.12 (.02)	.14 (.04)	.09 (.04)	.14 (.04)	.09 (.03)	.14 (.04)	.04 (.03)	.07 (.05)	.13 (.05)	.18 (.05)
	NOT CONSIDERED	.18 (.03)	.13 (.04)	.20 (.05)	.19 (.04)	.22 (.05)	.15 (.03)	.56	.11 (.06)	.23 (.07)	.11 (.04)
	BLANKS	8	5	0	3	3	5	4	0	0	4

Question 2 - continued

PRIMARY CARE ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/LECTURER	ASST PROF	ASSOC PROF	PROF
Skill in helping students to become self-learners.	USED	.81 (.02)	.85 (.04)	.81 (.04)	.79 (.03)	.86 (.02)	.76 (.04)	.10 (.04)	.90 (.05)	.78 (.06)	.97 (.02)
	NOT USED	.06 (.02)	.11 (.04)	.05 (.04)	.03 (.02)	.03 (.02)	.07 (.03)	.09 (.03)	.07 (.05)	.06 (.03)	.01
	NOT CONSIDERED	.11	.04 (.02)	.12 (.03)	.13 (.02)	.09 (.02)	.13 (.03)	.56	.02	.16 (.06)	.02 (.02)
	BLANKS	8	5	0	3	3	5	4	0	0	4

Question 2: The following statements describe attributes of teachers of undergraduate medical students. Please indicate which you would regard as appropriate to evaluate YOUR TEACHING by circling the number which corresponds best to the way you feel.

KEY: USED = Could be USED (i.e., is appropriate).
NOT USED = Should NOT BE USED (i.e., is inappropriate).
NOT CONSIDERED = I HAVE NOT CONSIDERED (or undecided about) this attribute.

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
whether the instructor has formulated instructional objectives.	USED	.91 (.02)	.90 (.04)	.93 (.03)	.90 (.04)	.93 (.03)	.90 (.03)	.93 (.06)	.91 (.04)	.97 (.02)	.8 (.05)
	NOT USED	.03	.05 (.02)	.03 (.02)	.03 (.02)	.05 (.02)	.02	.00	.05 (.03)	.01	.06 (.03)
	NOT CONSIDERED	.05 (.02)	.05 (.03)	.04 (.02)	.06 (.03)	.03 (.02)	.08 (.03)	.07 (.06)	.04 (.02)	.02 (.02)	.08 (.04)
	BLANKS	2	1	1	0	1	1	1	0	1	0
The extent to which the instructional objectives have been achieved.	USED	.93 (.02)	.89 (.03)	.93 (.03)	.94 (.02)	.92 (.03)	.94 (.02)	1.00	.93 (.03)	.96 (.02)	.85 (.05)
	NOT USED	.04	.05 (.02)	.04 (.02)	.05 (.02)	.05 (.02)	.04	.00	.05 (.03)	.04 (.02)	.07 (.03)
	NOT CONSIDERED	.03	.05 (.03)	.03 (.02)	.01	.04 (.02)	.02	.00	.02	.00	.08 (.04)
	BLANKS	2	1	1	0	1	1	1	0	1	0
Skill in arousing and maintaining student's interest in the subject matter being taught.	USED	.98	.99	.97 (.02)	.98 (.02)	.96 (.02)	.99	1.00	.97 (.02)	.98 (.02)	.96 (.03)
	NOT USED	.02	.01	.03 (.02)	.02 (.02)	.04 (.02)	.01	.00	.03 (.02)	.02 (.02)	.04 (.03)
	NOT CONSIDERED										
	BLANKS	2	1	1	0	1	1	1	0	1	0
Skill in communicating to the students what is expected of them	USED	.94 (.02)	.95 (.03)	.93 (.03)	.96 (.02)	.93 (.03)	.96 (.02)	.94 (.05)	.96 (.03)	.95 (.03)	.93 (.04)
	NOT USED	.02	.01	.05 (.03)	.00 (.03)	.02 (.02)	.02	.06 (.05)	.00 (.05)	.03 (.02)	.02 (.02)
	NOT CONSIDERED	.03	.04 (.02)	.02 (.02)	.04 (.02)	.05 (.02)	.02	.00	.04 (.03)	.02 (.02)	.05 (.04)
	BLANKS	2	1	1	0	1	1	1	0	1	0

Question 2 - continued

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Skill in differentiating between important and minor topics.	USED	.94 (.02)	.91 (.03)	.95 (.03)	.93 (.03)	.90 (.03)	.98	1.00	.90 (.04)	.95 (.03)	.97 (.04)
	NOT USED	.02	.04 (.02)	.00 (.02)	.04 (.03)	.03 (.02)	.01	.00	.05 (.03)	.02	.01
	NOT CONSIDERED	.04	.05 (.02)	.05 (.03)	.03 (.02)	.07 (.03)	.00	.00	.04 (.03)	.03 (.02)	.07 (.04)
	BLANKS	2	.	1	0	1	1	1	0	1	0
Skill in adjusting the rate at which new ideas or concepts are offered according to how quickly students are learning them.	USED	.79	.73 (.05)	.76 (.06)	.85 (.04)	.83 (.04)	.75 (.05)	.90 (.07)	.76 (.06)	.79 (.07)	.76 (.06)
	NOT USED	.11 (.02)	.08 (.03)	.11 (.04)	.12 (.03)	.07 (.03)	.15 (.03)	.00 (.03)	.09 (.04)	.20 (.07)	.15 (.04)
	NOT CONSIDERED	.10 (.02)	.19 (.04)	.13 (.05)	.04 (.02)	.10 (.03)	.10 (.04)	.10 (.07)	.16 (.05)	.01	.10 (.04)
	BLANKS	3	1	1	1	1	2	1	0	1	1
Skill in communicating technical information to students.	USED	.94 (.02)	.91 (.03)	.90 (.04)	.98	.91 (.03)	.96	1.00	.93 (.03)	.91 (.05)	.91 (.04)
	NOT USED	.02	.02 (.02)	.03 (.02)	.02	.02 (.02)	.02	.00	.01	.07 (.05)	.02
	NOT CONSIDERED	.04	.06 (.03)	.08 (.03)	.00 (.03)	.06 (.03)	.02	.00	.06 (.03)	.03 (.02)	.07 (.04)
	BLANKS	2	1	1	0	1	1	1	0	1	0
Skill in asking questions of students to verify that they understand what is being taught.	USED	.94 (.02)	.94 (.03)	.95 (.03)	.94 (.03)	.91 (.03)	.98	.90 (.06)	.99	.97	.88 (.05)
	NOT USED	.03	.03 (.02)	.01	.04 (.02)	.03 (.02)	.02	.05 (.05)	.00 (.05)	.02	.05 (.03)
	NOT CONSIDERED	.03	.02	.04 (.02)	.02 (.02)	.06 (.02)	.00 (.02)	.05 (.05)	.01	.01	.07 (.04)
	BLANKS	2	1	1	0	1	1	1	0	1	0

Question 2 - continued

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Skill in answering student's questions clearly and concisely.	USED	.99	.99	.98 (.02)	.99	.98	.99	1.00	1.00	.98	.96 (.03)
	NOT USED	.00	.01	.00	.00	.00	.00	.00	.00	.01	.00
	NOT CONSIDERED	.01	.00	.02 (.02)	.01	.02	.01	.00	.00	.01	.04 (.03)
	BLANKS	2	1	1	0	1	1	1	0	1	0
Skill in managing small group discussions (e.g. involving all students in discussions, fostering openness).	USED	.86	.86 (.05)	.87 (.05)	.85 (.05)	.89 (.04)	.82 (.05)	.74 (.10)	.88 (.04)	.90 (.05)	.88 (.05)
	NOT USED	.05 (.02)	.08 (.03)	.05 (.03)	.04 (.02)	.05 (.02)	.05 (.02)	.05 (.05)	.04 (.02)	.08 (.05)	.03 (.02)
	NOT CONSIDERED	.09 (.02)	.06 (.04)	.09 (.04)	.10 (.04)	.06 (.03)	.13 (.04)	.20 (.09)	.08 (.04)	.01	.08 (.04)
	BLANKS	2	1	1	0	1	1	1	0	1	0
Use of summaries at the end of a class or discussion.	USED	.68 (.02)	.74 (.05)	.69	.66 (.06)	.67	.70 (.05)	.71 (.11)	.70 (.07)	.69 (.08)	.64 (.07)
	NOT USED	.16 (.03)	.21 (.05)	.11 (.04)	.19 (.04)	.16 (.04)	.15 (.03)	.06 (.05)	.13 (.05)	.19 (.06)	.23 (.06)
	NOT CONSIDERED	.16	.05 (.03)	.20 (.06)	.15 (.05)	.17 (.05)	.15 (.04)	.22 (.10)	.17 (.05)	.12 (.06)	.13 (.05)
	BLANKS	2	1	1	0	1	1	1	0	1	0
Skill in constructing valid examinations.	USED	.83	.88 (.04)	.89 (.04)	.76 (.06)	.82 (.04)	.84 (.04)	.93 (.06)	.78 (.06)	.89 (.04)	.77 (.06)
	NOT USED	.08 (.02)	.09 (.04)	.05 (.03)	.11 (.04)	.10 (.03)	.07 (.02)	.00 (.02)	.11 (.04)	.06 (.03)	.13 (.05)
	NOT CONSIDERED	.09 (.02)	.03 (.02)	.06 (.03)	.13 (.04)	.08 (.03)	.09 (.03)	.07 (.06)	.11 (.05)	.04 (.03)	.10 (.05)
	BLANKS	3	1	1	1	2	1	1	0	1	1

Question 2 - continued

OTHER CLINICAL ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Skill in providing useful and appropriate feedback to students about their educational progress.	USED	.83	.86 (.04)	.86 (.05)	.79 (.05)	.79 (.05)	.89 (.03)	.89 (.07)	.83 (05)	.76 (.07)	.85 (.06)
	NOT USED	.10 (.02)	.08 (.03)	.11 (.04)	.09 (.04)	.12 (.04)	.07 (.03)	.11 (.07)	.08 (.04)	.14 (.06)	.08 (.04)
	NOT CONSIDERED	.07 (.02)	.05 (.03)	.04 (.02)	.12 (.04)	.10 (.03)	.04 (.02)	.00 (.02)	.09 (.04)	.10 (.04)	.08 (.04)
	BLANKS	2	1	1	0	1	1	1	0	1	0
Respect for student's points of view.	USED	.90 (.02)	.96 (.02)	.84 (.05)	.93 (.03)	.90 (.03)	.90 (.04)	.90 (.07)	.88 (.05)	.90 (.06)	.91 (.04)
	NOT USED	.04	.00	.04 (.02)	.04 (.03)	.03 (.02)	.04 (.02)	.00 (.02)	.11 (.04)	.00 (.04)	.00 (.04)
	NOT CONSIDERED	.07 (.02)	.04 (.02)	.12 (.05)	.02	.07 (.03)	.07 (.03)	.10 (.07)	.02	.10 (.06)	.09 (.04)
	BLANKS	2	1	1	0	1	1	1	0	1	0
Skill in recognizing when individual students are having educational problems and identifying the sources of those problems.	USED	.88 (.02)	.90 (.04)	.87 (.04)	.88 (.04)	.87 (.04)	.89 (.03)	.95 (.05)	.86 (.05)	.80 (.07)	.91 (.04)
	NOT USED	.06 (.02)	.06 (.03)	.05 (.03)	.07 (.03)	.06 (.02)	.07 (.03)	.05 (.05)	.09 (.04)	.04 (.02)	.04 (.02)
	NOT CONSIDERED	.06 (.02)	.04 (.02)	.08 (.03)	.06 (.03)	.08 (.03)	.04	.00	.04 (.03)	.16 (.06)	.05 (.04)
	BLANKS	2	1	1	0	1	1	1	0	1	0
Skill in relating abstract concepts to real world situations.	USED	.90 (.02)	.92 (.03)	.88 (.04)	.90 (.03)	.88 (.04)	.92 (.02)	.94 (.05)	.91 (.04)	.87 (.04)	.06 (.05)
	NOT USED	.05	.04 (.02)	.05 (.03)	.05 (.02)	.05 (.02)	.04 (.02)	.06 (.05)	.03 (.02)	.04 (.02)	.07 (.03)
	NOT CONSIDERED	.05	.04 (.02)	.06 (.03)	.05 (.03)	.06 (.03)	.04 (.02)	.00 (.02)	.05 (.03)	.08 (.04)	.07 (.04)
	BLANKS	4	1	2	1	2	2	1	0	2	1

Question 2 - continued

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Skill in determining the knowledge, skills and attitudes of students when instruction begins.	USED	.74 (.02)	.72 (.05)	.79 (.06)	.71 (.06)	.73 (.05)	.76 (.05)	.76 (.09)	.70 (.06)	.73 (.07)	.80 (.06)
	NOT USED	.14 (.03)	.16 (.04)	.13 (.05)	.14 (.04)	.16 (.04)	.11 (.03)	.12 (.07)	.16 (.05)	.14 (.06)	.13 (.04)
	NOT CONSIDERED	.12 (.02)	.12 (.04)	.08 (.03)	.15 (.05)	.10 (.04)	.13 (.04)	.12 (.07)	.14 (.04)	.13 (.06)	.07 (.04)
	BLANKS	3	2	1	0	1	2	1	0	1	1
Availability to students outside class (for academic or personal matters).	USED	.80	.75 (.06)	.82 (.06)	.80 (.05)	.79 (.05)	.82 (.04)	.81 (.09)	.80 (.06)	.83 (.06)	.78 (.06)
	NOT USED	.08 (.02)	.08 (.03)	.04 (.02)	.14 (.04)	.11 (.04)	.05	.05 (.05)	.13 (.05)	.08 (.03)	.05 (.03)
	NOT CONSIDERED	.11 (.02)	.17 (.05)	.14 (.05)	.06 (.03)	.10 (.03)	.13 (.04)	.14 (.07)	.08 (.03)	.09 (.05)	.16 (.06)
	BLANKS	3	1	1	1	2	1	1	0	1	1
Skill in choosing testing techniques appropriate to different subject matter areas.	USED	.77	.76 (.05)	.82 (.05)	.71 (.05)	.76 (.05)	.77 (.04)	.86 (.06)	.76 (.06)	.74 (.07)	.72 (.07)
	NOT USED	.13 (.03)	.15 (.04)	.14 (.05)	.12 (.04)	.17 (.05)	.09 (.03)	.00 (.03)	.17 (.05)	.17 (.07)	.15 (.06)
	NOT CONSIDERED	.10 (.02)	.09 (.03)	.04 (.02)	.17 (.04)	.07 (.03)	.14 (.03)	.14 (.06)	.07 (.03)	.09 (.03)	.13 (.05)
	BLANKS	8	1	4	3	6	2	2	0	4	2
Skill in using examinations and examination results to guide the learning of individual students.	USED	.79	.84 (.04)	.87 (.05)	.70 (.05)	.78 (.05)	.82 (.04)	.86 (.06)	.83 (.05)	.76 (.08)	.73 (.07)
	NOT USED	.14 (.03)	.10 (.03)	.11 (.04)	.19 (.05)	.16 (.04)	.11 (.04)	.07 (.06)	.09 (.04)	.17 (.07)	.24 (.07)
	NOT CONSIDERED	.06 (.02)	.06 (.02)	.02	.11 (.04)	.06 (.02)	.07 (.03)	.07 (.06)	.08 (.03)	.07 (.04)	.03 (.02)
	BLANKS	8	1	4	3	6	2	2	0	4	2

Question 2 - continued

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Skill in helping students to become self-learners.	USED	.90 (.02)	.88 (.03)	.89 (.04)	.92 (.03)	.92 (.03)	.89 (.03)	.99	.85 (.05)	.90 (.04)	.91 (.03)
	NOT USED	.06	.07 (.03)	.04 (.02)	.07 (.03)	.06 (.02)	.06 (.02)	.00 (.02)	.09 (.04)	.08 (.03)	.04 (.02)
	NOT CONSIDERED	.04	.05 (.02)	.07 (.03)	.01	.03 (.02)	.06 (.02)	.01	.06 (.04)	.02 (.02)	.06 (.03)
	BLANKS	7	1	3	3	6	1	2	0	3	2

Question 2: The following statements describe attributes of teachers of undergraduate medical students. Please indicate which you would regard as appropriate to evaluate YOUR TEACHING by circling the number which corresponds best to the way you feel.

KEY: USED = Could be USED (i.e., is appropriate).
NOT USED = Should NOT BE USED (i.e., is inappropriate).
NOT CONSIDERED = I HAVE NOT CONSIDERED (am undecided about) this attribute.

BASIC SCIENCES ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Whether the instructor has formulated instructional objectives.	USED	**.84 (.02)**	.86 (.03)	.82 (.03)	.86 (.03)	.86 (.03)	.82 (.03)	.80 (.02)	.82 (.04)	.89 (.03)	.84 (.04)
	NOT USED	**.05**	.06 (.02)	.05 (.02)	.05 (.02)	.05 (.02)	.05 (.02)	.00 (.02)	.09 (.03)	.03	.05 (.02)
	NOT CONSIDERED	**.10**	.08 (.02)	.13 (.03)	.09 (.02)	.09 (.02)	.12 (.02)	.20 (.02)	.09 (.03)	.07 (.02)	.11 (.03)
	BLANKS	**3**	0	1	2	2	1	0	1	0	2
The extent to which the instructional objectives have been achieved.	USED	**.82 (.02)**	.89 (.03)	.78 (.04)	.83 (.04)	.82 (.03)	.82 (.03)	.60 (.10)	.83 (.04)	.87 (.03)	.84 (.04)
	NOT USED	**.05**	.03	.07 (.02)	.05 (.02)	.05 (.02)	.05 (.02)	.04 (.03)	.09 (.03)	.03 (.02)	.03 (.02)
	NOT CONSIDERED	**.13 (.02)**	.08 (.02)	.16 (.03)	.12 (.03)	.12 (.03)	.14 (.02)	.36 (.10)	.08 (.03)	.10 (.03)	.12 (.03)
	BLANKS	**4**	0	2	2	3	1	0	0	1	3
Skill in arousing and maintaining student's interest in the subject matter being taught.	USED	**.93**	.92 (.02)	.91 (.02)	.97 (.02)	.94 (.02)	.92 (.02)	.98 (.02)	.91 (.03)	.93 (.02)	.94 (.02)
	NOT USED	**.03**	.03	.05 (.02)	.01	.02	.04 (.02)	.00 (.02)	.06 (.02)	.04	.01
	NOT CONSIDERED	**.04**	.05 (.02)	.04 (.02)	.02	.04	.03	.02 (.02)	.03 (.02)	.03	.05 (.02)
	BLANKS	**3**	0	2	1	3	0	1	0	1	1
Skill in communicating to the students what is expected of them	USED	**.94**	.96 (.02)	.93 (.02)	.93 (.02)	.96	.90 (.02)	.94 (.04)	.89 (.03)	.94 (.02)	.98
	NOT USED	**.03**	.03	.02	.04 (.02)	.01	.05 (.02)	.04 (.03)	.04 (.02)	.02	.01
	NOT CONSIDERED	**.04**	.02	.05 (.02)	.03	.03	.05 (.02)	.02 (.02)	.07 (.03)	.03	.01
	BLANKS	**2**	0	2	0	2	0	0	0	1	1

Question 2 - continued

BASIC SCIENCES ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Skill in differentiating between important and minor topics.	USED	.95	.93 (.02)	.97	.93 (.03)	.94 (.02)	.95	.80 (.10)	.95 (.02)	.95	.98
	NOT USED	.03	.04 (.02)	.00 (.02)	.05 (.02)	.04	.02	.16 (.09)	.02	.02	.01
	NOT CONSIDERED	.02	.02	.03	.02	.02	.03	.04 (.02)	.03 (.02)	.03	.01
	BLANKS	3	1	2	0	3	0	1	0	1	1
Skill in adjusting the rate at which new ideas or concepts are offered according to how quickly students are learning them.	USED	.72 (.02)	.75 (.04)	.69 (.04)	.75 (.04)	.72 (.03)	.72 (.04)	.72 (.09)	.67 (.05)	.80 (.04)	.72 (.04)
	NOT USED	.11	.13 (.03)	.09 (.02)	.13 (.03)	.13 (.02)	.09 (.02)	.18 (.07)	.12 (.03)	.07 (.02)	.12 (.03)
	NOT CONSIDERED	.16 (.02)	.12 (.03)	.22 (.04)	.12 (.03)	.15 (.03)	.18 (.03)	.10 (.06)	.22 (.04)	.13 (.03)	.16 (.04)
	BLANKS	5	2	2	1	5	0	2	1	1	1
Skill in communicating technical information to students.	USED	.87 (.02)	.92 (.02)	.81 (.03)	.92 (.02)	.89 (.02)	.86 (.02)	.79 (.04)	.82 (.04)	.91 (.03)	.92 (.03)
	NOT USED	.04	.02	.06 (.02)	.03	.03	.05 (.02)	.11 (.06)	.04 (.02)	.04 (.02)	.02
	NOT CONSIDERED	.09	.07 (.02)	.13 (.03)	.05 (.02)	.08 (.02)	.09 (.02)	.10 (.06)	.14 (.04)	.04 (.02)	.06 (.02)
	BLANKS	6	2	3	1	6	0	3	1	1	1
Skill in asking questions of students to verify that they understand what is being taught.	USED	.89 (.02)	.90 (.03)	.88 (.03)	.88 (.03)	.92 (.02)	.84 (.03)	.82 (.08)	.87 (.03)	.91 (.02)	.90 (.03)
	NOT USED	.05	.03	.05 (.02)	.06 (.02)	.02	.09 (.02)	.11 (.07)	.08 (.03)	.04 (.02)	.03
	NOT CONSIDERED	.06	.07 (.02)	.06 (.02)	.05 (.02)	.05 (.02)	.07 (.02)	.08 (.05)	.05 (.02)	.05 (.02)	.07 (.03)
	BLANKS	3	0	2	1	2	1	0	0	1	2

Question 2 - continued

BASIC SCIENCES ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Skill in answering student's questions clearly and concisely.	USED	.97	1.00	.95 (.02)	.98	.97	.97	.82 (.08)	.98	.99	.99
	NOT USED	.01	.00	.01	.01	.00	.01	.04 (.03)	.00 (.03)	.01	.00
	NOT CONSIDERED	.02	.00	.05 (.02)	.01	.02	.02	.15 (.08)	.02	.01	.01
	BLANKS	2	0	2	0	2	0	0	0	1	1
Skill in managing small group discussions (e.g. involving all students in discussions, fostering openness).	USED	.81 (.02)	.79 (.03)	.76 (.04)	.87 (.03)	.82 (.03)	.79 (.03)	.84 (.07)	.82 (.04)	.82 (.03)	.78 (.04)
	NOT USED	.09	.10 (.02)	.11 (.03)	.06 (.02)	.09 (.02)	.08 (.02)	.05 (.03)	.08 (.03)	.11 (.03)	.08 (.02)
	NOT CONSIDERED	.10 (.02)	.11 (.03)	.13 (.03)	.08 (.02)	.08 (.02)	.13 (.03)	.11 (.06)	.10 (.03)	.07 (.02)	.14 (.03)
	BLANKS	4	2	2	0	3	1	1	0	1	2
Use of summaries at the end of a class or discussion.	USED	.71 (.02)	.73 (.04)	.73 (.04)	.67 (.04)	.69 (.04)	.74 (.04)	.82 (.07)	.68 (.05)	.78 (.04)	.65 (.05)
	NOT USED	.13 (.02)	.14 (.03)	.12 (.03)	.15 (.03)	.15 (.03)	.11 (.02)	.14 (.07)	.08 (.03)	.10 (.03)	.20 (.04)
	NOT CONSIDERED	.16 (.02)	.12 (.03)	.15 (.03)	.18 (.04)	.16 (.03)	.15 (.03)	.04 (.02)	.25 (.05)	.12 (.03)	.14 (.04)
	BLANKS	6	2	3	1	5	1	1	1	2	2
Skill in constructing valid examinations.	USED	.88 (.02)	.93 (.02)	.89 (.03)	.84 (.03)	.89 (.02)	.86 (.03)	.86 (.07)	.76 (.05)	.95 (.02)	.94 (.02)
	NOT USED	.06	.03	.05 (.02)	.09 (.03)	.06 (.02)	.06 (.02)	.11 (.07)	.10 (.03)	.04 (.02)	.02
	NOT CONSIDERED	.06	.04 (.02)	.06 (.02)	.07 (.02)	.05 (.02)	.04 (.02)	.04 (.02)	.14 (.04)	.01	.03
	BLANKS	2	0	2	0	2	0	0	0	1	1

Question 2 - continued

BASIC SCIENCES ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES: SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	ACADEMIC RANK: INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Skill in providing useful and appropriate feedback to students about their educational progress.	USED	.75 (.02)	.82 (.03)	.76 (.04)	.69 (.04)	.73 (.03)	.76 (.04)	.53 (.09)	.70 (.05)	.80 (.04)	.82 (.04)
	NOT USED	.08	.02	.08 (.03)	.11 (.03)	.06 (.02)	.10 (.02)	.11 (.07)	.12 (.03)	.08 (.03)	.03 (.02)
	NOT CONSIDERED	.17 (.02)	.16 (.03)	.16 (.04)	.20 (.03)	.20 (.03)	.14 (.03)	.36 (.06)	.18 (.04)	.12 (.03)	.15 (.04)
	BLANKS	4	1	3	0	4	0	1	0	2	1
Respect for student's points of view.	USED	.88 (.02)	.90 (.03)	.89 (.03)	.87 (.03)	.92 (.02)	.83 (.03)	.93 (.04)	.79 (.04)	.88 (.03)	.96
	NOT USED	.05	.04	.03	.06 (.02)	.04	.05 (.02)	.00 (.02)	.08 (.03)	.06 (.02)	.02
	NOT CONSIDERED	.07	.06 (.02)	.08 (.02)	.07 (.02)	.03	.12 (.03)	.07 (.04)	.13 (.04)	.06 (.02)	.02
	BLANKS	3	1	2	0	3	0	1	0	1	1
Skill in recognizing when individual students are having educational problems and identifying the sources of those problems.	USED	.79 (.02)	.82 (.03)	.75 (.04)	.83 (.03)	.80 (.03)	.78 (.03)	.79 (.08)	.72 (.05)	.80 (.04)	.86 (.03)
	NOT USED	.06	.05 (.02)	.08 (.02)	.05 (.02)	.06	.07 (.02)	.00 (.02)	.11 (.03)	.07 (.02)	.03
	NOT CONSIDERED	.15 (.02)	.13 (.03)	.17 (.04)	.12 (.03)	.14 (.03)	.15 (.03)	.21 (.08)	.17 (.04)	.13 (.03)	.11 (.03)
	BLANKS	2	0	2	0	2	0	0	0	1	1
Skill in relating abstract concepts to real world situations.	USED	.82 (.02)	.84 (.03)	.83 (.04)	.81 (.04)	.81 (.03)	.84 (.03)	.83 (.08)	.81 (.04)	.83 (.04)	.83 (.03)
	NOT USED	.08	.07 (.02)	.07 (.02)	.09 (.03)	.10 (.02)	.05 (.02)	.06 (.05)	.10 (.03)	.09 (.03)	.05 (.02)
	NOT CONSIDERED	.10	.09 (.02)	.11 (.03)	.10 (.03)	.09 (.02)	.11 (.02)	.11 (.06)	.09 (.03)	.08 (.02)	.12 (.03)
	BLANKS	5	1	2	2	3	2	3	0	1	1

Question 2 - continued

BASIC SCIENCES ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Skill in determining the knowledge, skills and attitudes of students when instruction begins.	USED	.60 (.03)	.66 (.04)	.5[illegible] (.05)	.58 (.04)	.61 (.04)	.59 (.04)	.69 (.09)	.55 (.06)	.67 (.04)	.55 (.05)
	NOT USED	.17 (.02)	.15 (.03)	.14 (.03)	.21 (.04)	.17 (.03)	.16 (.03)	.04 (.03)	.20 (.04)	.14 (.03)	.21 (.04)
	NOT CONSIDERED	.23 (.02)	.20 (.03)	.27 (.04)	.21 (.04)	.22 (.03)	.25 (.04)	.27 (.09)	.25 (.05)	.19 (.04)	.24 (.04)
	BLANKS	3	1	2	0	3	0	1	0	1	1
Availability to students outside class (for academic or personal matters).	USED	.81 (.02)	.85 (.03)	.90 (.03)	.70 (.04)	.80 (.03)	.83 (.03)	.64 (.05)	.76 (.05)	.83 (.03)	.91 (.03)
	NOT USED	.10	.08 (.02)	.02	.19 (.03)	.12 (.02)	.06 (.02)	.25	.11 (.03)	.08 (.02)	.05 (.02)
	NOT CONSIDERED	.09	.07 (.02)	.09 (.02)	.10 (.03)	.08 (.02)	.11 (.02)	.11 (.05)	.12 (.04)	.09 (.03)	.05 (.02)
	BLANKS	4	1	2	1	2	2	0	1	1	2
Skill in choosing testing techniques appropriate to different subject matter areas.	USED	.72 (.02)	.76 (.04)	.75 (.04)	.68 (.04)	.71 (.03)	.74 (.03)	.63 (.07)	.62 (.05)	.79 (.04)	.80 (.04)
	NOT USED	.11 (.02)	.07 (.02)	.08 (.02)	.16 (.04)	.11 (.03)	.11 (.03)	.16 (.09)	.15 (.04)	.09 (.03)	.05 (.02)
	NOT CONSIDERED	.17 (.02)	.18 (.03)	.18 (.04)	.16 (.04)	.18 (.03)	.16 (.03)	.21 (.10)	.23 (.05)	.12 (.03)	.15 (.03)
	BLANKS	16	9	3	4	6	10	2	7	2	5
Skill in using examinations and examination results to guide the learning of individual students.	USED	.73 (.03)	.75 (.04)	.72 (.05)	.73 (.05)	.72 (.04)	.75 (.04)	.68 (.12)	.71 (.05)	.73 (.04)	.77 (.04)
	NOT USED	.12 (.02)	.08 (.02)	.09 (.03)	.18 (.04)	.16 (.03)	.08 (.02)	.16 (.09)	.13 (.04)	.14 (.03)	.10 (.03)
	NOT CONSIDERED	.14 (.02)	.16 (.03)	.19 (.04)	.09 (.02)	.13 (.03)	.17 (.03)	.16 (.08)	.16 (.04)	.14 (.03)	.13 (.03)
	BLANKS	14	9	3	2	5	9	3	7	2	2

Question 2 - continued

BASIC SCIENCES ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
Skill in helping students to become self-learners.	USED	.70 (.03)	.72 (.04)	.69 (.05)	.71 (.05)	.70 (.04)	.70 (.04)	.66 (.12)	.72 (.05)	.70 (.04)	.70 (.05)
	NOT USED	.12 (.02)	.08 (.02)	.09 (.03)	.17 (.04)	.15 (.03)	.07 (.02)	.12 (.09)	.14 (.04)	.10 (.03)	.11 (.03)
	NOT CONSIDERED	.18 (.02)	.20 (.04)	.22 (.04)	.13 (.03)	.14 (.03)	.24 (.04)	.22 (.09)	.15 (.04)	.20 (.04)	.19 (.04)
	BLANKS	14	8	5	3	5	9	2	7	2	3

PERSONAL GOALS

SECTION B

Question 3

Question 3: General activities of medical faculty members are listed below. Please indicate the extent to which your participation in each contributes to your realizing YOUR PERSONAL GOALS (provides satisfaction) as a faculty member.

KEY: STRONGLY CONT = HAS STRONGLY CONTRIBUTED
CONT = HAS CONTRIBUTED
DETRAC = HAS DETRACTED
STRONGLY DETRAC = HAS STRONGLY DETRACTED
NOT APPLY = DOES NOT APPLY

ALL DEPARTMENTS

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
TEACHING: design, implementation, and evaluation of instruction.	STRONGLY CONT	.53	.56 (.03)	.49	.56 (.02)	.57	.48 (.02)	.41 (.06)	.50 (.03)	.55 (.04)	.60 (.04)
	CONT	.43	.39 (.03)	.45 (.02)	.42 (.02)	.40	.46	.43 (.07)	.48 (.03)	.42 (.04)	.37 (.04)
	DETRAC	.00	.01	.00	.00	.00	.01	.00	.00	.00	.00
	STRONGLY DETRAC	.00	.01	.00	.00	.00	.00	.00	.00	.00	.01
	NOT APPLY	.04	.04	.06 (.02)	.01	.03	.05 (.02)	.16 (.06)	.02	.02	.02
	BLANKS	31	15	8	8	16	15	7	9	5	10
RESEARCH: scholarly activities, the outcomes of which are reported to the scientific community.	STRONGLY CONT	.53	.55 (.03)	.52	.54	.55	.52 (.02)	.43 (.07)	.46 (.02)	.62 (.04)	.60 (.04)
	CONT	.32	.35 (.03)	.30	.32	.33	.30	.22 (.05)	.36 (.02)	.29 (.04)	.34 (.03)
	DETRAC	.03	.03	.02	.04	.04	.02	.10 (.05)	.03	.02	.01
	STRONGLY DETRAC	.01	.01	.02	.01	.02	.00	.00	.03	.02	.00
	NOT APPLY	.10	.07	.13	.09	.06	.16	.25 (.05)	.11 (.03)	.06	.06 (.02)
	BLANKS	26	13	6	7	13	13	7	7	4	8
COMMUNITY SERVICE: activities which do not involve the medical school per se, but which benefit the community it serves.	STRONGLY CONT	.15	.17 (.02)	.13 (.01)	.13 (.03)	.11 (.02)	.19	.26 (.07)	.16 (.03)	.12 (.02)	.11 (.02)
	CONT	.46	.51 (.03)	.48	.42 (.02)	.50	.43	.29 (.05)	.45 (.02)	.48 (.04)	.56 (.04)
	DETRAC	.07	.11 (.02)	.08 (.02)	.05	.08	.07 (.02)	.11 (.05)	.06	.09 (.02)	.06 (.02)
	STRONGLY DETRAC	.02	.01	.01	.02	.02	.01	.00	.02	.01	.02

Question 3 - continued

ALL DEPARTMENTS

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
	NOT APPLY	.30	.20 (.02)	.29	.35 (.02)	.30	.30 (.02)	.34 (.02)	.31 (.02)	.30 (.04)	.26 (.03)
	BLANKS	28	13	8	7	14	14	7	7	5	9
SCHOOL SERVICE: activities, including committee work, done to facilitate or support programs of the medical school.	STRONGLY CONT	.13	.14 (.02)	.13	.13 (.02)	.14	.12 (.02)	.11 (.05)	.11 (.03)	.14 (.02)	.17 (.03)
	CONT	.56	.56 (.03)	.55 (.02)	.58 (.02)	.54	.58	.53 (.02)	.50 (.03)	.57 (.04)	.64 (.04)
	DETRAC	.19	.16 (.02)	.21 (.02)	.18 (.02)	.20	.17	.21 (.06)	.22	.18 (.03)	.14 (.02)
	STRONGLY DETRAC	.02	.04	.00	.02	.01	.02	.00	.04	.01	.01
	NOT APPLY	.10	.10 (.02)	.11	.10 (.02)	.10	.10 (.02)	.16 (.04)	.13 (.03)	.10 (.02)	.06
	BLANKS	31	13	9	9	17	14	7	9	5	10
PATIENT CARE: direct care of patients in either inpatient or ambulatory care settings.	STRONGLY CONT	.50	.45 (.03)	.54 (.02)	.46 (.02)	.50 (.02)	.49 (.02)	.46 (.07)	.57	.48 (.04)	.45 (.03)
	CONT	.16	.16 (.02)	.17 (.02)	.16 (.03)	.14	.19	.15 (.06)	.13 (.03)	.18 (.03)	.20 (.03)
	DETRAC	.01	.01	.01	.01	.01	.01	.00	.00	.01	.02
	STRONGLY DETRAC	.00	.00	.00	.01	.01	.00	.00	.00	.02	.00
	NOT APPLY	.32	.38 (.02)	.27 (.02)	.36 (.03)	.34 (.02)	.31 (.02)	.39 (.06)	.30 (.02)	.31 (.02)	.33 (.02)
	BLANKS	40	18	12	10	18	22	10	14	7	9

59

Question 3: General activities of medical faculty members are listed below. Please indicate the extent to which your participation in each contributes to your realizing YOUR PERSONAL GOALS (provides satisfaction) as a faculty member.

KEY: STRONGLY CONT = HAS STRONGLY CONTRIBUTED
CONT = HAS CONTRIBUTED
DETRAC = HAS DETRACTED
STRONGLY DETRAC = HAS STRONGLY DETRACTED
NOT APPLY = DOES NOT APPLY

PRIMARY CARE ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
TEACHING: design, implementation, and evaluation of instruction.	STRONGLY CONT	.54 (.02)	.61 (.05)	.49 (.08)	.57 (.06)	.61 (.06)	.47 (.06)	.39 (.03)	.52 (.10)	.48 (.08)	.67 (.07)
	CONT	.39 (.02)	.31 (.05)	.43 (.08)	.38 (.06)	.37 (.06)	.41 (.06)	.00 (.06)	.46 (.10)	.52 (.08)	.33 (.07)
	DETRAC	.00	.02 (.02)	.00 (.02)	.00 (.02)	.00 (.02)	.01	.00	.01	.00	.00
	STRONGLY DETRAC	.04	.06 (.02)	.06	.00	.01	.07	.36 (.03)	.01	.00	.00
	NOT APPLY										
	BLANKS	8	4	1	3	4	4	3	1	0	4
RESEARCH: scholarly activities, the outcomes of which are reported to the scientific community.	STRONGLY CONT	.52 (.02)	.49 (.06)	.52 (.07)	.53 (.06)	.62 (.06)	.42 (.06)	.41 (.03)	.51 (.09)	.54 (.08)	.54 (.07)
	CONT	.31 (.04)	.35 (.06)	.26 (.06)	.36 (.06)	.29 (.04)	.33 (.06)	.29 (.02)	.22 (.06)	.35 (.08)	.39 (.08)
	DETRAC	.03	.03 (.02)	.02 (.02)	.03 (.02)	.00	.05 (.03)	.03 (.03)	.03 (.03)	.05 (.04)	.00 (.04)
	STRONGLY DETRAC	.02 (.02)	.02	.05 (.04)	.00 (.04)	.05 (.04)	.00 (.04)	.00 (.04)	.07 (.05)	.00 (.05)	.00 (.05)
	NOT APPLY	.10 (.02)	.12 (.03)	.14 (.05)	.03	.03	.17 (.05)	.02	.17 (.06)	.06 (.02)	.07 (.05)
	BLANKS	6	3	0	3	2	4	3	0	0	3
COMMUNITY SERVICE: activities which do not involve the medical school per se, but which benefit the community it serves.	STRONGLY CONT	.16 (.03)	.24 (.05)	.19 (.05)	.08 (.03)	.09 (.03)	.22 (.05)	.35	.08 (.05)	.14 (.05)	.20 (.06)
	CONT	.47 (.02)	.55 (.06)	.42 (.08)	.50 (.06)	.58 (.06)	.36 (.06)	.15	.56 (.09)	.47 (.08)	.46 (.08)
	DETRAC	.06 (.02)	.13 (.04)	.07 (.03)	.02	.06 (.02)	.06 (.02)	.00 (.02)	.05	.07 (.04)	.09 (.04)
	STRONGLY DETRAC	.01	.00	.00	.02 (.02)	.01	.00	.00	.00	.00	.02 (.02)

Question 3 - continued

PRIMARY CARE ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
	NOT APPLY	.28	.08 (.03)	.31 (.08)	.33 (.06)	.24 (.05)	.32 (.06)	.25	.31 (.09)	.32 (.08)	.22 (.07)
	BLANKS	7	3	1	3	3	4	3	0	0	4
SCHOOL SERVICE: activities, including committee work, done to facilitate or support programs of the medical school.	STRONGLY CONT	.12 (.03)	.10 (.03)	.13 (.05)	.11 (.04)	.14 (.05)	.09 (.03)	.00 (.03)	.12 (.06)	.08 (.03)	.17 (.06)
	CONT	.54 (.02)	.62 (.06)	.48 (.08)	.57 (.06)	.48 (.06)	.59 (.06)	.42 (.03)	.49 (.09)	.59 (.08)	.59 (.07)
	DETRAC	.23	.19 (.05)	.26 (.07)	.22 (.05)	.32 (.06)	.15 (.05)	.27	.28 (.09)	.27 (.08)	.13 (.05)
	STRONGLY DETRAC	.01	.06 (.03)	.00 (.03)	.00 (.03)	.01	.01	.00	.02	.00	.01
	NOT APPLY	.08 (.02)	.03 (.02)	.12 (.05)	.05 (.02)	.04 (.02)	.12 (.04)	.05 (.03)	.08 (.05)	.06 (.03)	.10 (.05)
	BLANKS	7	3	1	3	3	4	3	0	0	4
PATIENT CARE: direct care of patients in either inpatient or ambulatory care settings.	STRONGLY CONT	.65 (.04)	.60 (.06)	.70 (.06)	.62 (.06)	.64 (.05)	.66 (.05)	.10 (.04)	.84 (.05)	.59 (.08)	.67 (.07)
	CONT	.17 (.03)	.25 (.05)	.17 (.05)	.13 (.05)	.19 (.04)	.15 (.04)	.03 (.03)	.09 (.05)	.28 (.07)	.22 (.06)
	DETRAC	.03	.02	.02 (.02)	.04 (.02)	.02	.03 (.02)	.00 (.02)	.00 (.02)	.04 (.04)	.05 (.03)
	STRONGLY DETRAC	.01	.00	.00	.04 (.03)	.03 (.02)	.00 (.02)	.00 (.02)	.00 (.02)	.05 (.05)	.00 (.05)
	NOT APPLY	.11	.13 (.04)	.10 (.03)	.13 (.02)	.12 (.02)	.11 (.03)	.61 (.03)	.07 (.03)	.03	.06 (.04)
	BLANKS	10	4	1	5	3	7	3*	3	0	4

Question 3: General activities of medical faculty members are listed below. Please indicate the extent to which your participation in each contributes to your realizing YOUR PERSONAL GOALS (provides satisfaction) as a faculty member.

KEY: STRONGLY CONT = HAS STRONGLY CONTRIBUTED
CONT = HAS CONTRIBUTED
DETRAC = HAS DETRACTED
STRONGLY DETRAC = HAS STRONGLY DETRACTED
NOT APPLY = DOES NOT APPLY

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
TEACHING: design, implementation, and evaluation of instruction.	STRONGLY CONT	.47 (.03)	.39 (.06)	.46 (.02)	.50 (.06)	.52 (.03)	.41 (.05)	.46 (.08)	.47 (.08)	.51 (.08)	.44 (.08)
	CONT	.48 (.03)	.56 (.06)	.46 (	.48 (.06)	.43 (.02)	.54 (.05)	.48 (.08)	.50 (.08)	.42 (.08)	.51 (.07)
	DETRAC	.00	.02 (.02)	.00 (.02)	.00 (.02)	.00 (.02)	.01	.00	.01	.00	.00
	STRONGLY DETRAC	.05 (.02)	.02	.08 (.04)	.02	.05 (.03)	.05 (.02)	.06 (.05)	.03 (.02)	.07 (.05)	.05 (.03)
	NOT APPLY										
	BLANKS	6	1	3	2	4	2	1	0	2	3
RESEARCH: scholarly activities, the outcomes of which are reported to the scientific community.	STRONGLY CONT	.38 (.03)	.44 (.07)	.36 (.02)	.37 (.06)	.38 (.02)	.37 (.05)	.36 (.11)	.27 (.06)	.56 (.08)	.38 (.07)
	CONT	.42 (.02)	.44 (.07)	.41 (.06)	.43 (.06)	.45 (.02)	.39 (.04)	.22 (.08)	.56 (.07)	.32 (.07)	.47 (.07)
	DETRAC	.05 (.02)	.04 (.02)	.03 (.02)	.07 (.03)	.07 (.03)	.01	.11 (.07)	.04 (.03)	.01	.03 (.02)
	STRONGLY DETRAC	.01	.00	.00	.01	.01	.00	.00	.00	.03 (.02)	.00 (.02)
	NOT APPLY	.15 (.02)	.08 (.03)	.20 (.06)	.12	.08 (.03)	.23 (.04)	.31 (.07)	.12 (.05)	.07 (.03)	.12 (.05)
	BLANKS	5	1	2	2	4	1	1	0	2	2
COMMUNITY SERVICE: activities which do not involve the medical school per se, but which benefit the community it serves.	STRONGLY CONT	.18	.19 (.05)	.12 (.04)	.23 (.05)	.15 (.04)	.21 (.04)	.28 (.08)	.22 (.06)	.11 (.04)	.09 (.04)
	CONT	.43 (.02)	.49 (.06)	.45 (.07)	.38 (.05)	.45 (.02)	.40 (.04)	.18 (.07)	.36 (.07)	.55 (.08)	.61 (.07)
	DETRAC	.07 (.02)	.07 (.03)	.08 (.04)	.05 (.03)	.07 (.03)	.06 (.03)	.15 (.08)	.05 (.03)	.07 (.05)	.02 (.02)
	STRONGLY DETRAC	.02	.00	.00	.04 (.02)	.02	.01	.00	.05 (.03)	.00 (.03)	.00 (.03)

Question 3 - continued

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
	NOT APPLY	.31 (.03)	.24 (.06)	.35 (.02)	.30 (.06)	.31 (.	.32 (.06)	.39 (.12)	.33 (.07)	.27 (.07)	.27 (.06)
	BLANKS	6	1	3	2	4	2	1	0	3	2
SCHOOL SERVICE: activities, including committee work, done to facilitate or support programs of the medical school.	STRONGLY CONT	.12 (.02)	.14 (.05)	.15 (.05)	.08 (.03)	.08 (.03)	.16 (.04)	.11 (.06)	.09 (.04)	.10 (.04)	.18 (.06)
	CONT	.58 (.03)	.50 (.06)	.59 (.02)	.60 (.06)	.60 (.02)	.56 (.06)	.53 (.12)	.50 (.07)	.61 (.07)	.71 (.07)
	DETRAC	.15	.15 (.04)	.14 (.05)	.16 (.04)	.17 (.04)	.13 (.04)	.25 (.09)	.17 (.05)	.16 (.06)	.05 (.02)
	STRONGLY DETRAC	.03	.02 (.02)	.01	.06 (.03)	.03 (.02)	.03 (.02)	.00 (.02)	.08 (.04)	.00 (.04)	.02 (.02)
	NOT APPLY	.11 (.02)	.18 (.05)	.11 (.04)	.10 (.03)	.12 (.03)	.11 (.03)	.11 (.06)	.16 (.05)	.13 (.04)	.04 (.03)
	BLANKS	6	1	2	3	4	2	1	0	3	2
PATIENT CARE: direct care of patients in either inpatient or ambulatory care settings.	STRONGLY CONT	.71 (.02)	.76 (.05)	.77 (.06)	.62 (.06)	.74 (.05)	.66 (.05)	.72 (.11)	.74 (.06)	.75 (.07)	.62 (.07)
	CONT	.19	.18 (.04)	.18 (.05)	.20 (.05)	.15 (.04)	.24 (.05)	.17 (.09)	.20 (.06)	.10 (.04)	.27 (.07)
	DETRAC	.00	.02 (.02)	.00 (.02)	.00 (.02)	.00 (.02)	.01	.00	.00	.02	.00
	STRONGLY DETRAC	.10 (.02)	.04 (.02)	.05 (.03)	.17 (.04)	.11 (.04)	.09 (.02)	.11 (.06)	.07 (.03)	.13 (.06)	.12 (.05)
	NOT APPLY										
	BLANKS	6	1	3	2	4	2	1	0	3	2

Question 3: General activities of medical faculty members are listed below. Please indicate the extent to which your participation in each contributes to your realizing YOUR PERSONAL GOALS (provides satisfaction) as a faculty member.

KEY: STRONGLY CONT = HAS STRONGLY CONTRIBUTED
CONT = HAS CONTRIBUTED
DETRAC = HAS DETRACTED
STRONGLY DETRAC = HAS STRONGLY DETRACTED
NOT APPLY = DOES NOT APPLY

BASIC SCIENCES ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
TEACHING: design, implementation, and evaluation of instruction.	STRONGLY CONT	.56 (.03)	.63 (.04)	.50 (.04)	.60 (.05)	.59 (.04)	.53 (.04)	.28 (.10)	.47 (.05)	.65 (.04)	.68 (.05)
	CONT	.40 (.03)	.36 (.04)	.44 (.05)	.38 (.05)	.38 (.04)	.42 (.04)	.53 (.13)	.51 (.05)	.34 (.04)	.30 (.05)
	DETRAC	.01	.00	.01	.01	.00	.01	.00	.00	.01	.01
	STRONGLY DETRAC	.01	.00	.01	.00	.01	.00	.00	.00	.00	.02
	NOT APPLY	.03	.01	.05 (.02)	.01	.02	.03	.18 (.08)	.02	.00	.00
	BLANKS	15	9	3	3	6	9	2	8	3	2
RESEARCH: scholarly activities, the outcomes of which are reported to the scientific community.	STRONGLY CONT	.70 (.03)	.70 (.04)	.69 (.04)	.72 (.04)	.65 (.04)	.78 (.03)	.56 (.12)	.69 (.05)	.69 (.04)	.77 (.04)
	CONT	.22 (.02)	.26 (.04)	.22 (.04)	.19 (.04)	.23 (.03)	.19 (.03)	.30 (.11)	.18 (.04)	.27 (.04)	.19 (.04)
	DETRAC	.02	.01	.02	.01	.03	.00	.00	.05 (.02)	.01	.00
	STRONGLY DETRAC	.02	.00	.02	.02	.02	.01	.00	.05 (.02)	.01	.00
	NOT APPLY	.04	.03	.04 (.02)	.05 (.02)	.06 (.02)	.02	.14 (.07)	.04 (.02)	.02	.04 (.02)
	BLANKS	13	8	3	2	5	8	2	7	2	2
COMMUNITY SERVICE: activities which do not involve the medical school per se, but which benefit the community it serves.	STRONGLY CONT	.10	.12 (.03)	.08 (.02)	.10 (.03)	.09 (.02)	.10 (.02)	.09 (.06)	.14 (.04)	.10 (.03)	.06 (.02)
	CONT	.47 (.03)	.46 (.05)	.56 (.05)	.38 (.04)	.44 (.04)	.50 (.04)	.39 (.09)	.46 (.06)	.45 (.05)	.53 (.05)
	DETRAC	.09	.12 (.03)	.07 (.02)	.10 (.03)	.10 (.02)	.08 (.02)	.15 (.09)	.10 (.03)	.13 (.03)	.03
	STRONGLY DETRAC	.02	.02	.03 (.02)	.02	.02	.03	.00	.02	.02	.03 (.02)

Question 3 - continued

BASIC SCIENCES ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
	NOT APPLY	.32 (.03)	.28 (.04)	.25 (.04)	.41 (.05)	.34 (.04)	.29 (.03)	.37 (.11)	.28 (.05)	.30 (.04)	.35 (.05)
	BLANKS	13	8	3	2	5	8	2	7	2	2
SCHOOL SERVICE: activities, including committee work, done to facilitate or support programs of the medical school.	STRONGLY CONT	.16 (.02)	.17 (.03)	.11 (.03)	.20 (.04)	.19 (.03)	.11 (.02)	.22 (.11)	.09 (.03)	.18 (.04)	.17 (.04)
	CONT	.53 (.03)	.57 (.04)	.54 (.05)	.51 (.05)	.53 (.04)	.53 (.04)	.34 (.09)	.50 (.06)	.57 (.05)	.59 (.05)
	DETRAC	.19 (.02)	.13 (.03)	.24 (.04)	.16 (.03)	.15 (.03)	.23 (.03)	.00 (.03)	.27 (.05)	.16 (.03)	.19 (.04)
	STRONGLY DETRAC	.01	.04	.00	.02	.01	.02	.00	.01	.03	.00
	NOT APPLY	.11 (.02)	.10 (.02)	.12 (.03)	.12 (.03)	.12 (.03)	.11 (.02)	.44 (.13)	.13 (.04)	.06 (.02)	.05 (.02)
	BLANKS	15	8	4	3	7	8	2	8	2	3
PATIENT CARE: direct care of patients in either inpatient or ambulatory care settings.	STRONGLY CONT	.10	.08 (.02)	.09 (.02)	.12 (.03)	.12 (.02)	.07 (.02)	.00 (.02)	.13 (.04)	.12 (.03)	.09 (.02)
	CONT	.09	.06 (.02)	.12 (.03)	.08 (.02)	.07 (.02)	.13 (.03)	.16 (.08)	.04 (.02)	.12 (.03)	.09 (.03)
	DETRAC	.01	.00	.01	.00	.01	.00	.00	.00	.00	.02
	STRONGLY DETRAC	.00	.00	.00	.01	.01	.00	.00	.00	.01	.00
	NOT APPLY	.80 (.02)	.86 (.03)	.78 (.04)	.79 (.04)	.80 (.03)	.80 (.03)	.84 (.08)	.82 (.04)	.75 (.04)	.81 (.04)
	BLANKS	22	12	7	3	9	13	5	11	4	2

EVALUATION OF INSTRUCTION

SECTION C

Question 1

Question 1: The following statements describe attributes pertaining to the instructional process in medical schools. Please indicate which you feel should be used to determine whether COURSES OR UNITS in undergraduate medical instruction in which YOU teach have been successful.

Key: USED = This attribute should be USED.
NOT USED = This attribute should NOT BE USED.
NOT APPLY = This attribute DOES NOT APPLY to the teaching I do.
NO OPINION = I have NO OPINION about this attribute.

ALL DEPARTMENTS

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Importance of subj. matter taught as viewed by faculty outside the area	USED	.60	.61 (.03)	.61 (.02)	.59 (.02)	.58	.62	.41 (.02)	.63	.58 (.04)	.68 (.03)
	NOT USED	.20	.22 (.02)	.18	.21 (.03)	.22	.18 (.02)	.17 (.04)	.18	.25 (.03)	.20 (.03)
	NOT APPLY	.08	.06	.07 (.02)	.11 (.02)	.08 (.02)	.08 (.02)	.19 (.05)	.07 (.03)	.10 (.02)	.03
	NO OPINION	.12	.10 (.02)	.14 (.02)	.09 (.02)	.11	.12	.23 (.07)	.12	.07 (.02)	.09 (.02)
	BLANKS	28	5	13	10	13	15	9	4	7	8
Whether the subj matter taught is essential for advanced study in the area	USED	.64	.59 (.03)	.63 (.02)	.68 (.02)	.63	.67	.64 (.02)	.64 (.03)	.65 (.04)	.65 (.03)
	NOT USED	.18	.25 (.03)	.13	.20 (.03)	.20	.15 (.02)	.10 (.03)	.20	.19 (.03)	.18 (.02)
	NOT APPLY	.09	.12 (.02)	.11	.06	.08 (.02)	.10 (.02)	.06 (.03)	.07 (.03)	.11 (.02)	.11 (.02)
	NO OPINION	.09	.03	.13 (.02)	.06 (.02)	.09	.08	.20 (.07)	.09 (.03)	.05 (.02)	.05
	BLANKS	25	5	11	9	13	12	10	5	5	5
Number of students electing to do advanced work in this area	USED	.32	.28 (.03)	.31	.35 (.02)	.34	.30	.21 (.05)	.34 (.03)	.27 (.03)	.39 (.03)
	NOT USED	.41	.38 (.03)	.41	.41 (.02)	.37	.44	.36 (.02)	.43 (.02)	.46 (.04)	.34 (.03)
	NOT APPLY	.20	.25 (.03)	.19	.18 (.03)	.22 (.02)	.17 (.02)	.21 (.05)	.18	.20 (.03)	.21 (.03)
	NO OPINION	.08	.09 (.02)	.09 (.02)	.06	.07	.09 (.02)	.21 (.07)	.04	.07 (.02)	.05
	BLANKS	29	6	12	11	14	15	10	5	7	7
Importance to practicing primary care physicians of subj. matter taught	USED	.71	.71 (.03)	.70	.71	.72	.70 (.02)	.58 (.08)	.75 (.02)	.74 (.03)	.70 (.03)
	NOT USED	.11	.13 (.02)	.10 (.02)	.11 (.02)	.10	.11 (.02)	.09 (.03)	.10 (.02)	.12 (.02)	.13 (.02)
	NOT APPLY	.12	.10 (.02)	.13	.12 (.02)	.12	.11 (.02)	.13 (.04)	.11 (.03)	.11 (.02)	.12 (.02)

Question 1 - continued

ALL DEPARTMENTS

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	NO OPINION	.07	.06	.07 (.02)	.06	.06	.08 (.02)	.20 (.07)	.04	.03	.05
	BLANKS	27	6	12	9	14	13	10	6	5	6
Students' skill in solving problems using the subject matter taught	USED	.88	.92 (.02)	.87 (.02)	.89 (.02)	.92 (.02)	.84	79 (.07)	.87	.90 (.02)	.93 (.02)
	NOT USED	.04	.03	.04	.04	.02	.06	.01	.05 (.02)	.05 (.02)	.02
	NOT APPLY	.05	.03	.04	.06 (.02)	.04	.05	.09 (.04)	.05 (.02)	.03	.03
	NO OPINION	.03	.02	.06 (.02)	.01	.01	.06 (.02)	.11 (.06)	.03	.01	.02
	BLANKS	26	5	11	10	14	12	10	5	6	5
Students' knowledge of basic facts, principles and concepts taught	USED	.96	.97	.95 (.02)	.96	.95 (.02)	.97 (.02)	.84 (.07)	.98 (.02)	.97	.98
	NOT USED	.01	.01	.00	.01	.01	.00	.00	.00	.02	.01
	NOT APPLY	.02	.01	.02	.01	.03	.00	.04 (.03)	.02 (.02)	.01	.01
	NO OPINION	.02	.01	.03 (.02)	.02	.02	.03 (.02)	.12 (.07)	.00	.01	.01
	BLANKS	22	5	10	7	11	11	10	4	5	3
Students' familiarity with standard reference sources	USED	.66	.64 (.03)	.69 (.02)	.64 (.02)	.64	.69 (.02)	.67 (.02)	.67 (.03)	.65 (.03)	.66 (.03)
	NOT USED	.16	.19 (.02)	.11 (.02)	.22 (.03)	.18	.15 (.02)	.10 (.03)	.13 (.03)	.22 (.03)	.19 (.02)
	NOT APPLY	.08	.08 (.02)	.07 (.02)	.09 (.02)	.11	.05	.12 (.05)	.08 (.03)	.07 (.02)	.08 (.02)
	NO OPINION	.09	.09 (.02)	.13	.05	.08 (.02)	.11	.11 (.06)	.12 (.03)	.06	.08 (.02)
	BLANKS	25	6	11	8	13	12	11	4	6	4
Students' skills in working with each other	USED	.39	.45 (.03)	.36 (.02)	.39 (.02)	.38	.40	.50 (.02)	.42	.34 (.03)	.33 (.03)
	NOT USED	.20	.21 (.02)	.19 (.02)	.21 (.02)	.17	.23	.08 (.02)	.23 (.02)	.20 (.03)	.23 (.03)
	NOT APPLY	.30	.23 (.03)	.32	.30	.33	.27	.29 (.06)	.25 (.03)	.36 (.04)	.31 (.03)

Question 1 - continued

ALL DEPARTMENTS

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	NO OPINION	.12	.11 (.02)	.13	.10 (.02)	.13	.10 (.02)	.13 (.06)	.11 (.03)	.10 (.02)	.13 (.02)
	BLANKS	26	6	12	8	13	13	10	5	6	5
Students' development/adoption of attitudes consistent with their becoming physicians	USED	.70	.72 (.03)	.71	.69	.69 (.02)	.71 (.02)	.55 (.08)	.74 (.02)	.71 (.03)	.72 (.03)
	NOT USED	.07	.08 (.02)	.06 (.02)	.09 (.02)	.06	.09 (.02)	.06 (.02)	.07 (.02)	.08 (.02)	.08 (.02)
	NOT APPLY	.14	.11	.14	.16 (.02)	.17	.11 (.02)	.20 (.05)	.13	.14 (.02)	.13 (.02)
	NO OPINION	.08	.10 (.02)	.09 (.02)	.06 (.02)	.07	.09 (.02)	.20 (.07)	.06	.07	.06 (.02)
	BLANKS	27	7	11	9	14	13	10	6	6	5
Students' capacity to deal with ambiguity and uncertainty	USED	.67	.69 (.03)	.70 (.02)	.63 (.02)	.69	.66	.55 (.06)	.69 (.03)	.68 (.04)	.71 (.03)
	NOT USED	.09	.09 (.02)	.05	.13 (.02)	.09	.09	.07 (.03)	.05	.13 (.03)	.11 (.02)
	NOT APPLY	.12	.11 (.02)	.12 (.02)	.11 (.02)	.11	.13	.18 (.07)	.15	.09 (.02)	.07
	NO OPINION	.12	.10 (.02)	.12	.13 (.02)	.11 (.02)	.13	.20 (.07)	.11 (.02)	.10 (.02)	.11 (.02)
	BLANKS	27	7	10	10	12	15	10	6	7	4
Whether faculty are satisfied with instruction students received	USED	.73	.73 (.03)	.72 (.02)	.74	.72 (.02)	.74 (.02)	.57 (.03)	.77 (.02)	.72 (.04)	.77 (.03)
	NOT USED	.14	.16 (.02)	.15	.13 (.02)	.15 (.02)	.14 (.02)	.11 (.03)	.10 (.03)	.19 (.03)	.17 (.02)
	NOT APPLY	.04	.03	.03	.07 (.02)	.05 (.02)	.03	.12 (.05)	.05 (.02)	.04	.01
	NO OPINION	.08	.08	.10	.06 (.02)	.08 (.02)	.08	.20 (.07)	.08 (.03)	.05	.05
	BLANKS	25	7	10	8	13	12	10	5	5	5
Existence of mutual respect between students and faculty	USED	.77	.79 (.02)	.76	.78 (.02)	.76	.79	.64 (.07)	.80 (.02)	.74 (.03)	.82 (.02)
	NOT USED	.07	.07	.08 (.02)	.06	.08	.06	.08 (.02)	.02	.11 (.02)	.09 (.02)
	NOT APPLY	.07	.08 (.02)	.07 (.02)	.06 (.02)	.08 (.02)	.05	.05 (.03)	.09 (.03)	.07 (.02)	.04

Question 1 - continued

ALL DEPARTMENTS

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	NO OPINION	.09	.07	.10	.10 (.02)	.09 (.02)	.10	.24 (.07)	.09 (.03)	.08 (.02)	.05
	BLANKS	27	6	12	9	15	12	10	6	7	4
Appropriateness of the instructional objectives	USED	.88	.86 (.02)	.87	.90 (.02)	.87	.90 (.02)	.81 (.07)	.88 (.03)	.92 (.02)	.89 (.02)
	NOT USED	.03	.06	.02	.03	.03	.03	.01	.02	.04	.05
	NOT APPLY	.04	.03	.04 (.02)	.03	.05	.02	.08 (.04)	.04 (.02)	.01	.02
	NO OPINION	.05	.05	.07 (.02)	.04	.05	.05 (.02)	.10 (.06)	.06	.03	.04
	BLANKS	28	7	10	11	14	14	10	5	6	7
Interest students express in the subject matter	USED	.70	.73 (.03)	.67 (.02)	.71	.67	.73 (.02)	.61 (.03)	.75 (.02)	.66 (.04)	.70 (.03)
	NOT USED	.14	.15 (.02)	.13 (.02)	.15 (.02)	.15	.13 (.02)	.18 (.05)	.08 (.02)	.18 (.03)	.15 (.02)
	NOT APPLY	.08	.06	.10	.07 (.02)	.10	.07 (.02)	.09 (.04)	.10	.09 (.02)	.06 (.02)
	NO OPINION	.08	.07 (.02)	.10	.06	.09 (.02)	.07 (.02)	.12 (.06)	.07 (.02)	.07 (.02)	.08 (.02)
	BLANKS	30	7	13	10	16	14	10	6	7	7
Students' feelings about whether instruction they received was successful	USED	.87	.87 (.02)	.84 (.02)	.90 (.02)	.84	.90 (.02)	.76 (.08)	.92 (.02)	.83 (.03)	.89 (.02)
	NOT USED	.06	.07 (.02)	.06	.05	.07	.05	.10 (.04)	.02	.10 (.02)	.05
	NOT APPLY	.03	.03	.02	.03	.04	.01	.05 (.03)	.03 (.02)	.02	.02
	NO OPINION	.05	.03	.07 (.02)	.02	.05	.05 (.02)	.10 (.06)	.03	.06 (.02)	.03
	BLANKS	25	5	10	10	13	12	10	4	7	4
Extent to which subj. matter offered is integrated with instruction in	USED	.76	.75 (.03)	.74	.80 (.03)	.76 (.02)	.77 (.02)	.62 (.02)	.79 (.02)	.78 (.03)	.79 (.03)
	NOT USED	.09	.11 (.02)	.08 (.02)	.10 (.02)	.09	.10 (.02)	.06 (.02)	.09 (.02)	.12 (.02)	.09 (.02)
	NOT APPLY	.09	.06	.08	.07 (.02)	.10	.05	.16 (.05)	.07 (.03)	.06 (.02)	.05

71

Question 1 - continued

ALL DEPARTMENTS

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
other departments in the medical school	NO OPINION	.07	.08 (.02)	.09	.03	.05	.09	.16 (.07)	.04 (.02)	.04	.07 (.02)
	BLANKS	28	7	10	11	16	12	10	5	6	7
Students' final examination scores	USED	.69	.71 (.03)	.69 (.02)	.67 (.02)	.66	.72 (.02)	.54 (.03)	.67 (.03)	.74 (.03)	.73 (.03)
	NOT USED	.13	.11 (.02)	.11 (.03)	.17 (.02)	.14 (.02)	.12 (.02)	.10 (.03)	.14 (.03)	.13 (.03)	.15 (.02)
	NOT APPLY	.10	.07	.09	.12 (.02)	.13	.06	.18 (.05)	.10	.06 (.02)	.08 (.02)
	NO OPINION	.08	.11 (.02)	.11	.04	.07	.10	.19 (.07)	.09 (.03)	.07	.04
	BLANKS	29	7	12	10	16	13	11	6	7	5
Whether instruction is specifically geared to patient care	USED	.49	.46 (.03)	.51 (.02)	.48 (.02)	.47	.52	.52 (.03)	.49 (.03)	.51 (.04)	.46 (.03)
	NOT USED	.23	.23 (.03)	.22 (.02)	.24 (.03)	.23	.24	.11 (.03)	.26 (.02)	.22 (.03)	.28 (.03)
	NOT APPLY	.22	.27 (.02)	.18	.24	.25	.18 (.02)	.21 (.05)	.21 (.02)	.22 (.03)	.23 (.03)
	NO OPINION	.06	.04	.09 (.02)	.04	.05	.06 (.02)	.16 (.07)	.04	.05	.03
	BLANKS	31	5	11	15	16	15	11	7	6	7
Department chairperson's opinion of the instruction	USED	.51	.46 (.03)	.53 (.02)	.50 (.02)	.48	.54	.47	.54 (.03)	.47 (.04)	.52 (.03)
	NOT USED	.24	.30 (.03)	.22	.24	.25	.23	.19 (.05)	.22	.28 (.03)	.27 (.03)
	NOT APPLY	.11	.07	.10 (.02)	.15 (.02)	.14	.08 (.02)	.14 (.04)	.08 (.03)	.14 (.03)	.11 (.02)
	NO OPINION	.14	.17 (.02)	.15 (.02)	.11 (.02)	.12	.15	.21 (.07)	.16 (.03)	.11 (.02)	.10 (.02)
	BLANKS	29	6	11	12	15	14	10	6	6	7
Nat'l Board scores of students who have received the instruction	USED	.52	.57 (.03)	.55 (.02)	.47 (.02)	.49	.56	.42 (.08)	.50	.56 (.04)	.57 (.03)
	NOT USED	.24	.21 (.02)	.24 (.02)	.24 (.03)	.25 (.02)	.21	.16 (.04)	.23 (.03)	.25 (.03)	.26 (.03)
	NOT APPLY	.14	.11 (.02)	.10	.20 (.03)	.17	.11 (.02)	.23 (.05)	.17 (.02)	.10 (.02)	.09 (.02)

Question 1 - continued

ALL DEPARTMENTS

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	NO OPINION	.10	.11 (.02)	.11	.08 (.02)	.09	.12	.18 (.06)	.10 (.02)	.09 (.02)	.08 (.02)
	BLANKS	24	5	11	8	12	12	10	6	5	3
Success former students have in using information taught when they get to other courses/ services	USED	.80	.85 (.02)	.77	.82 (.03)	.82	.78 (.02)	.70	.84	.78 (.03)	.82 (.03)
	NOT USED	.08	.07	.06	.09 (.02)	.07	.08	.08 (.03)	.04)	.09 (.02)	.11 (.02)
	NOT APPLY	.06	.05	.09	.04	.06 (.02)	.07 (.02)	.06 (.04)	.08 (.03)	.08 (.02)	.03
	NO OPINION	.06	.04	.08 (.02)	.05	.05	.08 (.02)	.16 (.06)	.04	.05	.04
	BLANKS	26	6	11	9	15	11	10	6	6	4
Amount of stress placed on students by instructions(e.g., examinations, amount of material to be covered)	USED	.33	.33 (.03)	.37 (.02)	.28	.31	.35 (.02)	.29 (.08)	.32 (.03)	.33 (.04)	.36 (.03)
	NOT USED	.41	.40 (.03)	.38	.45 (.02)	.43	.39	.28 (.05)	.47 (.03)	.39 (.04)	.42 (.03)
	NOT APPLY	.13	.16 (.02)	.11 (.02)	.15 (.03)	.15	.11	.23 (.05)	.08 (.02)	.15 (.03)	.13 (.02)
	NO OPINION	.13	.11 (.02)	.14 (.02)	.12 (.02)	.11 (.02)	.15	.20 (.07)	.12 (.03)	.14 (.02)	.09 (.02)
	BLANKS	28	7	10	11	16	12	10	7	6	5
Extent to which instructional objectives have been achieved	USED	.88	.89 (.02)	.87	.89 (.02)	.88	.88 (.02)	.79 (.07)	.89 (.03)	.87 (.03)	.93 (.02)
	NOT USED	.04	.06 (.02)	.03	.03	.04	.03	.04 (.02)	.03	.04	.04
	NOT APPLY	.03	.02	.02	.04	.04	.02	.04 (.03)	.03 (.02)	.04	.02
	NO OPINION	.05	.03	.08 (.02)	.03	.03	.07 (.02)	.13 (.06)	.05	.05 (.02)	.01
	BLANKS	29	6	10	13	17	12	10	6	6	7

Question 1: The following statements describe attributes pertaining to the instructional process in medical schools. Please indicate which you feel should be used to determine whether COURSES OR UNITS in undergraduate medical instruction in which YOU teach have been successful.

Key: USED = This attribute should be USED.
NOT USED = This attribute should NOT BE USED.
NOT APPLY = This attribute DOES NOT APPLY to the teaching I do.
NO OPINION = I have NO OPINION about this attribute.

PRIMARY CARE ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Importance of subj. matter taught as viewed by faculty outside the area	USED	.55 (.02)	.66 (.06)	.59	.44 (.05)	.50 (.05)	.60 (.07)	.14 (.04)	.47 (.10)	.59 (.07)	.74 (.06)
	NOT USED	.22 (.02)	.17 (.05)	.20 (.08)	.26 (.06)	.23 (.06)	.21 (.07)	.02 (.02)	.32 (.10)	.22 (.06)	.17 (.05)
	NOT APPLY	.08 (.02)	.08 (.03)	.05 (.03)	.13 (.03)	.12 (.03)	.04	.36 (.03)	.06 (.04)	.09 (.04)	.01
	NO OPINION	.13 (.03)	.09 (.03)	.16 (.04)	.12 (.05)	.15 (.05)	.12 (.02)	.29	.15 (.06)	.11 (.04)	.09 (.04)
	BLANKS	3	0	2	1	1	2	1	1	0	1
Whether the subj matter taught is essential for advanced study in the area	USED	.64 (.04)	.52 (.06)	.68 (.05)	.66 (.07)	.60 (.06)	.68 (.04)	.22 (.10)	.70 (.07)	.65 (.07)	.72 (.06)
	NOT USED	.15 (.03)	.28 (.06)	.08 (.04)	.18 (.06)	.19 (.05)	.10 (.02)	.11 (.03)	.17 (.07)	.16 (.05)	.13 (.04)
	NOT APPLY	.10 (.02)	.16 (.05)	.12 (.04)	.05 (.03)	.10 (.04)	.10 (.03)	.17 (.10)	.08 (.05)	.13 (.05)	.07 (.03)
	NO OPINION	.09 (.02)	.03 (.02)	.13 (.04)	.06 (.03)	.11 (.04	.07	.32 (.02)	.06 (.04)	.06 (.04)	.07 (.04)
	BLANKS	2	0	2	0	1	1	1	1	0	0
Number of students electing to do advanced work in this area	USED	.35 (.04)	.28 (.06)	.32 (.06)	.43 (.07)	.44 (.06)	.26 (.04)	.05 (.02)	.37 (.07)	.27 (.07)	.50 (.07)
	NOT USED	.39 (.03)	.38 (.05)	.41 (.04)	.38 (.07)	.31 (.05)	.47 (.04)	.21 (.10)	.44 (.05)	.47 (.08)	.33 (.06)
	NOT APPLY	.16 (.03)	.28 (.05)	.18 (.05)	.09 (.04)	.19 (.05)	.14 (.03)	.26 (.10)	.17 (.06)	.18 (.05)	.11 (.04)
	NO OPINION	.07	.06 (.03)	.10 (.02)	.05 (.02)	.06 (.02)	.08	.29	.01	.08 (.04)	.06 (.03)
	BLANKS	2	0	2	0	1	1	1	1	0	0
Importance to practicing primary care physicians of subj. matter taught	USED	.76	.77 (.05)	.70 (.08)	.82 (.04)	.82 (.05)	.70 (.06)	.19 (.10)	.81 (.09)	.86 (.06)	.81 (.05)
	NOT USED	.11 (.03)	.08 (.03)	.13 (.06)	.09 (.03)	.07 (.02)	.15 (.06)	.09 (.02)	.12 (.08)	.07 (.04)	.13 (.05)
	NOT APPLY	.07 (.02)	.08 (.03)	.08 (.04)	.04 (.02)	.10 (.04)	.03	.21 (.10)	.05 (.04)	.06 (.04)	.04 (.02)

Question 1 - continued

PRIMARY CARE ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	NO OPINION	.05	.06 (.03)	.08	.00	.01	.08	.32 (.02)	.02	.00	.03 (.02)
	BLANKS	3	1	2	0	1	2	1	2	0	0
Students' skill in solving problems using the subject matter taught	USED	.88 (.02)	.96 (.02)	.87 (.04)	.85 (.03)	.93 (.04)	.83 (.02)	.39 (.09)	.91 (.05)	.94 (.03)	.95 (.03)
	NOT USED	.02	.02 (.02)	.01	.04 (.02)	.00 (.02)	.05 (.02)	.00 (.02)	.02	.03 (.02)	.03 (.02)
	NOT APPLY	.05 (.02)	.02 (.02)	.05 (.03)	.06 (.03)	.07 (.04)	.02	.13 (.09)	.06 (.04)	.03 (.02)	.02 (.02)
	NO OPINION	.03	.00	.06	.00	.00	.06	.29	.00	.00	.00
	BLANKS	2	0	2	0	1	1	1	1	0	0
Students' knowledge of basic facts, principles and concepts taught	USED	.91 (.02)	.95 (.02)	.90 (.03)	.91 (.02)	.94 (.03)	.89	.39 (.09)	.95 (.04)	.96	1.00
	NOT USED	.00	.01	.00	.00	.00	.00	.00	.00	.01	.00
	NOT APPLY	.03 (.02)	.02 (.02)	.04 (.03)	.04 (.02)	.06 (.03)	.01	.13 (.09)	.05 (.04)	.01	.00
	NO OPINION	.03	.02 (.02)	.06	.00	.00	.07	.29	.00	.01	.00
	BLANKS	2	0	2	0	1	1	1	1	0	0
Students' familiarity with standard reference sources	USED	.65 (.02)	.69 (.05)	.65 (.08)	.64 (.06)	.69 (.05)	.61 (.07)	.26 (.10)	.71 (.10)	.65 (.06)	.72 (.06)
	NOT USED	.18 (.04)	.18 (.05)	.14 (.07)	.23 (.05)	.17 (.04)	.19 (.06)	.02 (.02)	.17 (.09)	.27 (.06)	.16 (.04)
	NOT APPLY	.06 (.02)	.06 (.03)	.05 (.03)	.06 (.03)	.08 (.04)	.03	.17 (.10)	.06 (.04)	.02	.04 (.02)
	NO OPINION	.10 (.02)	.07 (.03)	.16 (.04)	.02	.06 (.03)	.13 (.02)	.36 (.04)	.06 (.04)	.05 (.03)	.09 (.04)
	BLANKS	2	0	2	0	1	1	1	1	0	0
Students' skills in working with each other	USED	.41 (.02)	.53 (.06)	.37 (.08)	.39 (.06)	.40 (.06)	.42 (.07)	.11 (.02)	.58	.36 (.07)	.34 (.06)
	NOT USED	.18	.16 (.05)	.20 (.07)	.17 (.04)	.13 (.04)	.24 (.07)	.04 (.03)	.19 (.09)	.18 (.05)	.22 (.06)
	NOT APPLY	.27 (.03)	.23 (.05)	.25 (.05)	.30 (.06)	.35 (.06)	.18 (.03)	.32 (.04)	.16 (.07)	.40 (.07)	.26 (.06)

Question 1 - continued

PRIMARY CARE ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	NO OPINION	.13 (.02)	.07 (.03)	.18 (.04)	.08 (.03)	.13 (.04)	.12 (.02)	.33 (.03)	.06 (.04)	.06 (.03)	.18 (.06)
	BLANKS	2	0	2	0	1	1	1	1	0	0
Students' development/adoption of attitudes consistent with their becoming physicians	USED	.81 (.02)	.82 (.05)	.84 (.04)	.77 (.04)	.85 (.04)	.78 (.03)	.22 (.03)	.90 (.05)	.83 (.05)	.90 (.04)
	NOT USED	.04	.09 (.04)	.03 (.02)	.05 (.02)	.04 (.02)	.05 (02)	.04 (.03)	.03 (.02)	.04 (.03)	.06 (.03)
	NOT APPLY	.07 (.02)	.04 (.02)	.05 (.03)	.12 (.02)	.10 (.03)	.04 (.02)	.25	.05 (.04)	.10 (.04)	.01
	NO OPINION	.05	.05 (.02)	.08	.01	.02	.08	.29	.02	.03 (.02)	.03 (.02)
	BLANKS	3	1	2	0	1	2	1	2	0	0
Students' capacity to deal with ambiguity and uncertainty	USED	.75 (.03)	.83 (.04)	.85 (.04)	.59 (.06)	.75 (.05)	.75 (.03)	.34 (.09)	.87 (.05)	.72 (.07)	.78 (.04)
	NOT USED	.09 (.02)	.06 (.03)	.04 (.02)	.18 (.04)	.15 (.03)	.04	.00	.02	.13 (.05)	.17 (.04)
	NOT APPLY	.07 (.02)	.06 (.03)	.05 (.03)	.09 (.03)	.07 (.03)	.06 (.02)	.15 (.09)	.09 (.05)	.09 (.04)	.00 (.04)
	NO OPINION	.07	.05 (.02)	.06	.08 (.03)	.03	.10	.32 (.02)	.02	.06 (.03)	.04 (.02)
	BLANKS	3	1	2	0	1	2	1	2	0	0
Whether faculty are satisfied with instruction students received	USED	.62 (.02)	.74 (.05)	.61 (.08)	.57 (.06)	.61 (.06)	.62 (.06)	.16 (.04)	.53 (.11)	.77 (.06)	.75 (.06)
	NOT USED	.20	.18 (.05)	.15 (.07)	.27 (.06)	.23 (.05)	.17 (.06)	.11 (.04)	.25 (.09)	.18 (.05)	.19 (.06)
	NOT APPLY	.05	.03 (.02)	.04 (.03)	.08	.09 (.03)	.02	.25	.06 (.04)	.02	.00
	NO OPINION	.11 (.03)	.05 (.02)	.20 (.07)	.02	.06 (.03)	.16 (.06)	.29	.16 (.09)	.03 (.02)	.07 (.03)
	BLANKS	4	2	2	0	2	2	1	2	0	1
Existence of mutual respect between students and faculty	USED	.74	.77 (.04)	.69 (.08)	.79 (.03)	.75 (.05)	.73 (.06)	.14	.82 (.09)	.81 (.06)	.80 (.05)
	NOT USED	.05	.07 (.)	.06 (.03)	.02 (.02)	.06 (.03)	.04	.09 (.03)	.00 (.03)	.06 (.04)	.08 (.04)
	NOT APPLY	.08 (.02)	.11 (.04)	.10 (.04)	.05 (.03)	.13 (.04)	.04	.13 (.09)	.08 (.05)	.11 (.04)	.04 (.03)

PRIMARY CARE ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	NO OPINION	.11 (.03)	.04 (.02)	.15 (.06)	.08 (.04)	.06 (.03)	.16 (.06)	.46 (.10)	.10 (.08)	.02	.07 (.04)
	BLANKS	3	1	2	0	2	1	1	2	0	0
Appropriateness of the instructional objectives	USED	.86 (.02)	.85 (.04)	.84 (.04)	.89 (.03)	.85 (.04)	.86	.24 (.10)	.93 (.04)	.90 (.04)	.94 (.03)
	NOT USED	.04	.11 (.04)	.04 (.02)	.02 (.02)	.06 (.02)	.02	.04 (.03)	.02	.08 (.04)	.04 (.03)
	NOT APPLY	.04 (.02)	.05 (.03)	.05 (.03)	.04 (.02)	.07 (.03)	.02	.23 (.10)	.05 (.04)	.01	.00
	NO OPINION	.04	.00	.08	.00	.01	.06	.29	.00	.00	.02 (.02)
	BLANKS	3	1	2	0	1	2	1	1	0	1
Interest students express in the subject matter	USED	.67 (.03)	.78 (.05)	.59 (.04)	.72 (.05)	.67 (.05)	.66 (.02)	.22 (.10)	.76 (.03)	.68 (.06)	.70 (.06)
	NOT USED	.09 (.02)	.10 (.04)	.09 (.03)	.09 (.04)	.10 (.03)	.08 (.03)	.13 (.04)	.01	.16 (.06)	.11 (.05)
	NOT APPLY	.14 (.02)	.08 (.04)	.23 (.03)	.06 (.03)	.14 (.04)	.15 (.08)	.17 (.10)	.21 (.03)	.13 (.04)	.07 (.03)
	NO OPINION	.08	.04 (.02)	.09 (.02)	.08 (.03)	.09 (.03)	.07	.29	.02	.03 (.03)	.11 (.05)
	BLANKS	2	0	2	0	1	1	1	1	0	0
Students' feelings about whether instruction they received was successful	USED	.84 (.02)	.86 (.04)	.81 (.04)	.87 (.04)	.81 (.05)	.87	.24 (.10)	.94 (.04)	.90 (.04)	.87 (.04)
	NOT USED	.05	.10 (.04)	.05 (.02)	.04 (.03)	.09 (.03)	.02	.11 (.03)	.01	.09 (.04)	.06 (.03)
	NOT APPLY	.05 (.02)	.04 (.02)	.06 (.04)	.04 (.02)	.09 (.04)	.01	.17 (.10)	.05 (.04)	.01	.04 (.03)
	NO OPINION	.04	.00	.08	.00	.01	.06	.29	.00	.00	.02 (.02)
	BLANKS	2	0	2	0	1	1	1	1	0	0
Extent to which subj. matter offered is integrated with instruction in	USED	.72	.79 (.05)	.70 (.08)	.73 (.04)	.75 (.05)	.70 (.06)	.18 (.03)	.84 (.09)	.78 (.06)	.73 (.06)
	NOT USED	.10 (.03)	.08 (.03)	.10 (.06)	.10 (.03)	.07 (.02)	.13 (.06)	.00 (.06)	.11 (.08)	.09 (.04)	.13 (.04)
	NOT APPLY	.09 (.02)	.08 (.03)	.08 (.04)	.12 (.02)	.14 (.04)	.05 (.02)	.30 (.03)	.05 (.04)	09 (.04)	.08 (.04)

77

PRIMARY CARE ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
other departments in the medical school	NO OPINION	.06	.06 (.03)	.11 (.02)	.00 (.02)	.04 (.02)	.08	.33 (.03)	.00 (.03)	.04 (.03)	.06 (.03)
	BLANKS	2	0	2	0	1	1	1	1	0	0
Students' final examination scores	USED	.67	.71 (.05)	.60 (.08)	.75 (.04)	.66 (.05)	.69 (.06)	.14 (.04)	.67 (.10)	.85 (.04)	.71 (.06)
	NOT USED	.07 (.02)	.11 (.04)	.06 (.02)	.08 (.03)	.10 (.03)	.05 (.02)	.06	.05 (.02)	.04 (.02)	.13 (.05)
	NOT APPLY	.12 (.02)	.09 (.04)	.14 (.05)	.09	.16 (.04)	.07 (.02)	.30 (.03)	.10 (.05)	.07 (.03)	.12 (.04)
	NO OPINION	.12 (.03)	.09 (.03)	.20 (.07)	.02	.08 (.03)	.15 (.06)	.32 (.02)	.18 (.09)	.04	.04 (.03)
	BLANKS	3	1	2	0	1	2	1	2	0	0
Whether instruction is specifically geared to patient care	USED	.60 (.03)	.53 (.06)	.65 (.08)	.57 (.07)	.62 (.06)	.58 (.07)	.19 (.09)	.70 (.11)	.63 (.07)	.60 (.07)
	NOT USED	.20	.18 (.04)	.20 (.07)	.22 (.06)	.16 (.05)	.25 (.07)	.11 (.04)	.19 (.09)	.23 (.06)	.23 (.06)
	NOT APPLY	.12 (.02)	.22 (.05)	.06 (.04)	.15 (.05)	.18 (.05)	.06 (.02)	.19 (.10)	.10 (.05)	.14 (.04)	.12 (.04)
	NO OPINION	.05	.06 (.03)	.09 (.02)	.00 (.02)	.03	.07	.32 (.02)	.01	.01	.06 (.03)
	BLANKS	4	0	2	2	1	3	1	2	0	1
Department chairperson's opinion of the instruction	USED	.46 (.02)	.40 (.06)	.45 (.08)	.49 (.05)	.43 (.05)	.49 (.07)	.02 (.02)	.53 (.10)	.44 (.07)	.54 (.07)
	NOT USED	.28 (.02)	.40 (.06)	.27 (.08)	.23 (.05)	.28 (.05)	.29 (.07)	.23 (.10)	.27 (.10)	.28 (.07)	.32 (.06)
	NOT APPLY	.10 (.02)	.10 (.04)	.08 (.04)	.13 (.04)	.14 (.05)	.06 (.02)	.19 (.10)	.06 (.04)	.16 (.06)	.07 (.04)
	NO OPINION	.14 (.02)	.09 (.03)	.19 (.05)	.09 (.04)	.16 (.05)	.12 (.02)	.36 (.04)	.14 (.06)	.13 (.05)	.07 (.04)
	BLANKS	3	0	2	1	1	2	1	2	0	0
Nat'l Board scores of students who have received the instruction	USED	.52 (.02)	.56 (.07)	.50	.53 (.05)	.54 (.06)	.51 (.07)	.11 (.04)	.46 (.10)	.69 (.07)	.60 (.06)
	NOT USED	.24 (.02)	.26 (.06)	.27 (.08)	.21 (.04)	.28 (.05)	.21 (.06)	.06	.31 (.10)	.16 (.06)	.30 (.06)
	NOT APPLY	.14 (.03)	.14 (.05)	.14 (.07)	.14 (.03)	.14 (.04)	.13 (.06)	.32 (.04)	.18 (.09)	.11 (.05)	.05 (.03)

Question 1 - continued

PRIMARY CARE ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	NO OPINION	.07	.03 (.02)	.09 (.02)	.07 (.03)	.04 (.02)	.11 (.02)	.32 (.02)	.05 (.02)	.04 (.03)	.05 (.03)
	BLANKS	2	0	2	0	1	1	1	1	0	0
Success former students have in using information taught when they get to other courses/ services	USED	.78 (.03)	.85 (.05)	.81 (.04)	.70 (.07)	.78 (.06)	.77 (.03)	.29 (.10)	.84 (.07)	.82 (.06)	.83 (.05)
	NOT USED	.06 (.02)	.06 (.03)	.00 (.03)	.14 (.06)	.09 (.04)	.04	.00	.08 (.05)	.05 (.03)	.08 (.03)
	NOT APPLY	.08 (.02)	.06 (.03)	.10 (.04)	.06 (.03)	.10 (.04)	.06 (.02)	.23 (.10)	.06 (.04)	.11 (.05)	.02
	NO OPINION	.06	.02 (.02)	.09 (.02)	.05 (.02)	.04 (.02)	.09 (.02)	.29	.02	.02	.07 (.04)
	BLANKS	2	0	2	0	1	1	1	1	0	0
Amount of stress placed on students by instructions(e.g., examinations, amount of material to be covered)	USED	.34 (.03)	.33 (.06)	.38 (.06)	.29 (.06)	.36 (.06)	.31 (.04)	.00 (.04)	.29 (.07)	.37 (.07)	.47 (.05)
	NOT USED	.36 (.03)	.39 (.06)	.37 (.05)	.34 (.05)	.32 (.05)	.41 (.03)	.11 (.04)	.47 (.05)	.34 (.07)	.34 (.05)
	NOT APPLY	.16 (.03)	.20 (.05)	.11 (.04)	.19 (.05)	.22 (.05)	.09 (.02)	.34 (.02)	.14 (.06)	.20 (.06)	.08 (.04)
	NO OPINION	.13 (.02)	.08 (.03)	.14 (.04)	.13 (.04)	.10 (.04)	.15 (.02)	.36 (.04)	.10 (.05)	.09 (.04)	.11 (.05)
	BLANKS	3	1	2	0	2	1	1	2	0	0
Extent to which instructional objectives have been achieved	USED	.86 (.02)	.84 (.05)	.87 (.04)	.87 (.04)	.88 (.04)	.84 (.02)	.29 (.10)	.93 (.05)	.91 (.04)	.94 (.03)
	NOT USED	.02	.10 (.04)	.01	.00	.02	.03	.11 (.03)	.00 (.03)	.01	.03
	NOT APPLY	.05 (.02)	.06 (.03)	.04 (.03)	.07 (.03)	.08 (.04)	.02	.13 (.09)	.07 (.05)	.02	.03 (.02)
	NO OPINION	.04	.00	.08	.01	.02	.07	.29	.00	.05 (.03)	.00 (.03)
	BLANKS	2	0	2	0	1	1	1	1	0	0

Question 1: The following statements describe attributes pertaining to the instructional process in medical schools. Please indicate which you feel should be used to determine whether COURSES OR UNITS in undergraduate medical instruction in which YOU teach have been successful.

Key: USED = This attribute should be USED.
NOT USED = This attribute should NOT BE USED.
NOT APPLY = This attribute DOES NOT APPLY to the teaching I do.
NO OPINION = I have NO OPINION about this attribute.

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Importance of subj. matter taught as viewed by faculty outside the area	USED	.62 (.02)	.54 (.06)	.62 (.05)	.65 (.05)	.60 (.05)	.64 (.05)	.53 (.09)	.81 (.05)	.45 (.08)	.58 (.07)
	NOT USED	.17 (.02)	.17 (.04)	.19 (.04)	.15 (.04)	.20 (.04)	.14 (.03)	.15 (.05)	.05 (.03)	.30 (.07)	.23 (.06)
	NOT APPLY	.09 (.02)	.11 (.03)	.08 (.03)	.09 (.03)	.07 (.03)	.11 (.03)	.14 (.06)	.03 (.02)	.21 (.07)	.03
	NO OPINION	.12 (.02)	.17 (.05)	.11 (.04)	.12 (.04)	.13 (.03)	.11 (.03)	.19 (.07)	.10 (.04)	.05 (.02)	.16 (.05)
	BLANKS	5	0	4	1	2	3	0	0	3	2
whether the subj matter taught is essential for advanced study in the area	USED	.61 (.03)	.60 (.05)	.59 (.02)	.63 (.06)	.60 (.03)	.62 (.05)	.74 (.08)	.68 (.08)	.55 (.08)	.47 (.07)
	NOT USED	.17 (.02)	.24 (.04)	.10 (.04)	.21 (.04)	.19 (.04)	.14 (.03)	.10 (.05)	.13 (.04)	.22 (.05)	.23 (.05)
	NOT APPLY	.11 (.02)	.11 (.03)	.14 (.04)	.09 (.03)	.09 (.03)	.14 (.04)	.03 (.03)	.06 (.04)	.14 (.06)	.23 (.06)
	NO OPINION	.11	.04 (.02)	.17 (.06)	.07 (.03)	.12 (.05)	.09 (.03)	.12 (.07)	.13 (.07)	.09 (.04)	.08 (.03)
	BLANKS	3	0	3	0	1	2	0	0	2	1
Number of students electing to do advanced work in this area	USED	.35 (.03)	.34 (.05)	.32 (.07)	.38 (.06)	.35 (.02)	.35 (.05)	.26 (.09)	.38 (.08)	.29 (.06)	.41 (.06)
	NOT USED	.36	.38 (.05)	.37 (.04)	.34 (.06)	.36 (.04)	.36 (.05)	.40 (.09)	.37 (.06)	.47 (.06)	.23 (.05)
	NOT APPLY	.20 (.02)	.15 (.04)	.21 (.06)	.21 (.05)	.20 (.05)	.19 (.04)	.16 (.05)	.18 (.07)	.18 (.06)	.27 (.06)
	NO OPINION	.09 (.02)	.12 (.04)	.10 (.03)	.08 (.04)	.09 (.03)	.09 (.03)	.18 (.08)	.07 (.03)	.06 (.04)	.09 (.04)
	BLANKS	6	1	3	2	3	3	1	0	4	1
Importance to practicing primary care physicians of subj. matter taught	USED	.78 (.03)	.70 (.06)	.80 (.04)	.79 (.05)	.79 (.04)	.77 (.04)	.68 (.08)	.85 (.05)	.82 (.05)	.73 (.06)
	NOT USED	.08 (.02)	.17 (.05)	.04 (.02)	.08 (.03)	.05 (.02)	.11 (.03)	.07 (.04)	.05 (.03)	.10 (.03)	.10 (.04)
	NOT APPLY	.07 (.02)	.08 (.03)	.09 (.03)	.04 (.02)	.06 (.02)	.08 (.03)	.04 (.03)	.05 (.03)	.07 (.04)	.12 (.04)

OTHER CLINICAL ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	NO OPINION	.07 (.02)	.05 (.03)	.06 (.02)	.09 (.04)	.10 (.03)	.04 (.02)	.20 (.08)	.05 (.03)	.01	.04 (.03)
	BLANKS	4	0	3	1	2	2	1	0	2	1
Students' skill in solving problems using the subject matter taught	USED	.89 (.02)	.89 (.04)	.88 (.04)	.91 (.04)	.91 (.03)	.87 (.04)	.85 (.08)	.89 (.04)	.87 (.05)	.93 (.03)
	NOT USED	.03 (.01)	.03 (.02)	.05 (.03)	.01	.02	.04 (.02)	.00 (.02)	.03 (.02)	.08 (.04)	.02
	NOT APPLY	.04 (.02)	.04 (.02)	.02	.07 (.04)	.04 (.02)	.05 (.02)	.10 (.07)	.04 (.03)	.04 (.03)	.00 (.03)
	NO OPINION	.04	.04 (.02)	.05 (.02)	.01	.03	.05 (.02)	.04 (.03)	.03 (.02)	.01	.05 (.02)
	BLANKS	4	0	3	1	2	2	1	0	2	1
Students' knowledge of basic facts, principles and concepts taught	USED	.97	.98 (.02)	.99	.94 (.03)	.95 (.03)	.99	.91 (.07)	.99	.99	.96 (.03)
	NOT USED	.01	.00	.00	.02	.01	.01	.00	.00	.01	.02 (.02)
	NOT APPLY	.02	.02 (.02)	.01	.04 (.03)	.04 (.03)	.01	.09 (.07)	.01	.00	.02
	NO OPINION										
	BLANKS	4	0	3	1	2	2	1	0	2	1
Students' familiarity with standard reference sources	USED	.71 (.02)	.66 (.06)	.76 (.07)	.67 (.06)	.64 (.03)	.78 (.04)	.80 (.09)	.77 (.08)	.67 (.07)	.58 (.06)
	NOT USED	.16 (.02)	.18 (.04)	.09 (.03)	.22 (.04)	.16 (.04)	.16 (.03)	.11 (.05)	.07 (.03)	.26 (.06)	.22 (.05)
	NOT APPLY	.09 (.03)	.08 (.03)	.09 (.05)	.08 (.04)	.13 (.05)	.03	.09 (.07)	.10 (.06)	.05 (.04)	.10 (.03)
	NO OPINION	.05	.08 (.03)	.05 (.02)	.03 (.02)	.06 (.02)	.03 (.02)	.00 (.02)	.06 (.03)	.01	.09 (.03)
	BLANKS	5	0	4	1	3	2	2	0	2	1
Students' skills in working with each other	USED	.43	.49 (.06)	.39 (.02)	.46 (.06)	.42 (.03)	.45 (.05)	.67 (.09)	.42 (.02)	.36 (.08)	.33 (.06)
	NOT USED	.17 (.03)	.22 (.05)	.18 (.05)	.14 (.04)	.13 (.03)	.22 (.04)	.09 (.04)	.13 (.05)	.23 (.07)	.23 (.05)
	NOT APPLY	.31 (.03)	.17 (.04)	.37 (.02)	.30 (.06)	.35 (.03)	.26 (.05)	.22 (.09)	.34 (.08)	.34 (.08)	.31 (.06)

Question 1 - continued

OTHER CLINICAL ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	NO OPINION	.09 (.02)	.13 (.04)	.06 (.02)	.10 (.04)	.10 (.03)	.07 (.03)	.02	.11 (.04)	.07 (.04)	.13 (.04)
	BLANKS	5	1	3	1	2	3	1	0	3	1
Students' development/adoption of attitudes consistent with their becoming physicians	USED	.72 (.02)	.77 (.05)	.74 (.07)	.69 (.06)	.68 (.02)	.78 (.05)	.62 (.09)	.75 (.08)	.76 (.06)	.75 (.06)
	NOT USED	.07 (.02)	.09 (.03)	.07 (.03)	.06 (.02)	.05 (.02)	.09 (.03)	.06 (.03)	.05 (.03)	.13 (.05)	.05 (.02)
	NOT APPLY	.12	.06 (.03)	.14 (.06)	.12 (.04)	.18	.04 (.02)	.16 (.08)	.13 (.07)	.08 (.03)	.11 (.04)
	NO OPINION	.09 (.02)	.08 (.03)	.05 (.02)	.13 (.05)	.09 (.03)	.09 (.03)	.16 (.08)	.08 (.04)	.04 (.02)	.09 (.04)
	BLANKS	5	0	3	2	3	2	1	0	2	2
Students' capacity to deal with ambiguity and uncertainty	USED	.68 (.03)	.70 (.05)	.64	.70 (.06)	.70 (.03)	.65 (.05)	.57 (.09)	.70 (.08)	.73 (.07)	.68 (.06)
	NOT USED	.07 (.02)	.10 (.03)	.07 (.03)	.07 (.03)	.05 (.02)	.10 (.03)	.06 (.04)	.04 (.02)	.14 (.06)	.08 (.03)
	NOT APPLY	.12 (.02)	.07 (.03)	.18 (.05)	.07 (.03)	.11 (.04)	.13 (.02)	.22 (.03)	.18 (.07)	.02	.05 (.03)
	NO OPINION	.13 (.03)	.13 (.04)	.11 (.04)	.15 (.05)	.15 (.04)	.11 (.03)	.15 (.08)	.09 (.04)	.12 (.05)	.19 (.05)
	BLANKS	5	0	3	2	2	3	1	0	3	1
Whether faculty are satisfied with instruction students received	USED	.73	.71 (.06)	.75 (.05)	.73 (.06)	.72 (.05)	.75 (.05)	.68 (.09)	.87 (.04)	.63 (.08)	.68 (.06)
	NOT USED	.16 (.02)	.19 (.04)	.20 (.05)	.11 (.03)	.16 (.03)	.16 (.04)	.13 (.05)	.06 (.03)	.29 (.07)	.19 (.05)
	NOT APPLY	.04	.03 (.02)	.02	.07 (.03)	.02	.06 (.03)	.04 (.03)	.03 (.03)	.06 (.03)	.04 (.03)
	NO OPINION	.07 (.02)	.07 (.03)	.03 (.02)	.10 (.04)	.10 (.03)	.03	.15 (.08)	.03	.02 (.02)	.09 (.04)
	BLANKS	4	0	3	1	2	2	1	0	2	1
Existence of mutual respect between students and faculty	USED	.78 (.02)	.76 (.05)	.77 (.06)	.80 (.05)	.74 (.02)	.83 (.04)	.72 (.08)	.82 (.07)	.73 (.07)	.81 (.05)
	NOT USED	.08 (.02)	.10 (.04)	.10 (.03)	.06 (.02)	.10 (.03)	.06 (.02)	.07 (.04)	.02	.17 (.06)	.11 (.04)
	NOT APPLY	.03	.05 (.03)	.03 (.02)	.02	.02	.04 (.02)	.02	.04 (.02)	.02 (.02)	.03 (.02)

Question 1 - continued

OTHER CLINICAL ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	NO OPINION	.11	.08 (.03)	.10 (.05)	.12 (.04)	.14 (.05)	.07 (.03)	.19 (.07)	.12 (.07)	.07 (.04)	.05 (.02)
	BLANKS	4	0	3	1	2	2	1	0	2	1
Appropriateness of the instructional objectives	USED	.90 (.02)	.83 (.04)	.93 (.02)	.90 (.03)	.90 (.03)	.91 (.02)	.94 (.04)	.94 (.02)	.95 (.02)	.78 (.05)
	NOT USED	.02	.04 (.02)	.00 (.02)	.04 (.02)	.01	.03	.00	.01	.01	.07 (.03)
	NOT APPLY	.02	.02	.03	.01	.03	.01	.03 (.03)	.00 (.03)	.00 (.03)	.07 (.03)
	NO OPINION	.05	.10 (.04)	.04 (.02)	.05 (.02)	.06 (.02)	.05 (.02)	.03 (.03)	.05 (.02)	.04 (.02)	.09 (.04)
	BLANKS	6	1	3	2	3	3	1	1	2	2
Interest students express in the subject matter	USED	.70 (.03)	.74 (.05)	.66	.73 (.06)	.67 (.03)	.74 (.05)	.73 (.09)	.76 (.08)	.56 (.08)	.71 (.06)
	NOT USED	.13 (.02)	.11 (.04)	.12 (.04)	.13 (.04)	.16 (.04)	.08 (.02)	.18 (.08)	.03 (.02)	.21 (.06)	.15 (.05)
	NOT APPLY	.07 (.02)	.02 (.02)	.07 (.03)	.09 (.04)	.07 (.02)	.08 (.03)	.05 (.03)	.08 (.04)	.10 (.05)	.06 (.03)
	NO OPINION	.10 (.03)	.13 (.04)	.15 (.06)	.04 (.02)	.10 (.04)	.10 (.03)	.04 (.03)	.13 (.07)	.13 (.05)	.08 (.04)
	BLANKS	4	0	3	1	2	2	1	0	2	1
Students' feelings about whether instruction they received was successful	USED	.87 (.02)	.85 (.04)	.87 (.04)	.86 (.05)	.84 (.04)	.90 (.03)	.82 (.08)	.94 (.03)	.68 (.07)	.95 (.03)
	NOT USED	.07 (.02)	.07 (.03)	.06 (.03)	.07 (.03)	.08 (.03)	.05 (.02)	.15 (.08)	.01	.17 (.06)	.00 (.06)
	NOT APPLY	.02	.01	.00	.05 (.03)	.02	.02 (.02)	.00 (.02)	.03 (.03)	.02 (.02)	.03 (.02)
	NO OPINION	.04	.07 (.03)	.06 (.03)	.02	.06 (.02)	.03	.03 (.03)	.02	.13 (.06)	.02
	BLANKS	4	0	3	1	2	2	1	0	2	1
Extent to which subj. matter offered is integrated with instruction in	USED	.77 (.02)	.68 (.05)	.76 (.07)	.80 (.05)	.74 (.02)	.80 (.04)	.77 (.09)	.77 (.07)	.73 (.07)	.79 (.05)
	NOT USED	.08 (.02)	.14 (.04)	.06 (.03)	.08 (.03)	.10 (.03)	.07 (.02)	.06 (.03)	.06 (.03)	.16 (.06)	.07 (.03)
	NOT APPLY	.09	.08 (.03)	.11 (.06)	.08 (.04)	.12 (.05)	.06 (.02)	.12 (.08)	.12 (.07)	.07 (.04)	.05 (.03)

Question 1 - continued

OTHER CLINICAL ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
other departments in the medical school	NO OPINION	.06	.10 (.04)	.06 (.03)	.04 (.02)	.04 (.02)	.07 (.03)	.06 (.04)	.05 (.02)	.03 (.02)	.09 (.04)
	BLANKS	6	1	3	2	4	2	1	0	2	3
Students' final examination scores	USED	.69 (.02)	.71 (.06)	.75 (.05)	.62 (.06)	.68 (.05)	.70 (.05)	.63 (.09)	.75 (.06)	.66 (.08)	.68 (.06)
	NOT USED	.14 (.02)	.07 (.03)	.11 (.04)	.18 (.05)	.13 (.03)	.14 (.04)	.09 (.05)	.12 (.05)	.21 (.07)	.13 (.04)
	NOT APPLY	.11 (.02)	.07 (.03)	.06 (.03)	.17 (.05)	.14 (.04)	.07 (.03)	.15 (.08)	.10 (.04)	.05 (.03)	.13 (.05)
	NO OPINION	.07	.15 (.04)	.08 (.03)	.03	.05 (.02)	.09 (.03)	.13 (.05)	.04	.07 (.04)	.05 (.03)
	BLANKS	7	1	4	2	5	2	2	0	2	3
Whether instruction is specifically geared to patient care	USED	.60 (.02)	.60 (.06)	.57 (.05)	.63 (.06)	.51 (.05)	.70 (.05)	.69 (.09)	.51 (.06)	.66 (.08)	.59 (.07)
	NOT USED	.19	.27 (.05)	.21 (.06)	.15 (.04)	.23 (.05)	.15 (.03)	.11 (.05)	.25 (.07)	.15 (.05)	.21 (.05)
	NOT APPLY	.16	.11 (.04)	.18 (.06)	.16 (.05)	.18 (.05)	.14 (.04)	.08 (.04)	.20 (.08)	.15 (.05)	.18 (.05)
	NO OPINION	.05 (.02)	.02 (.02)	.05 (.02)	.06 (.04)	.08 (.03)	.01	.12 (.08)	.03 (.02)	.04 (.04)	.02
	BLANKS	7	0	4	3	4	3	2	1	2	2
Department chairperson's opinion of the instruction	USED	.56 (.02)	.52 (.06)	.63 (.05)	.51 (.06)	.56 (.05)	.57 (.05)	.55 (.09)	.75 (.06)	.45 (.08)	.42 (.06)
	NOT USED	.17 (.02)	.24 (.05)	.16 (.04)	.16 (.04)	.17 (.03)	.18 (.03)	.16 (.05)	.08 (.03)	.24 (.06)	.26 (.06)
	NOT APPLY	.15 (.03)	.04 (.02)	.13 (.04)	.20 (.05)	.19 (.04)	.09 (.03)	.19 (.07)	.07 (.04)	.25 (.07)	.14 (.04)
	NO OPINION	.12 (.02)	.20 (.04)	.08 (.03)	.12 (.04)	.08 (.02)	.16 (.04)	.11 (.04)	.11 (.04)	.06 (.03)	.18 (.05)
	BLANKS	4	0	3	1	2	2	1	0	2	1
Nat'l Board scores of students who have received the instruction	USED	.48	.47 (.06)	.54 (.02)	.44 (.06)	.40 (.03)	.59 (.05)	.53 (.09)	.51 (.02)	.40 (.08)	.48 (.06)
	NOT USED	.23	.25 (.05)	.23 (.05)	.21 (.05)	.26 (.04)	.18 (.04)	.16 (.05)	.19 (.05)	.31 (.07)	.26 (.06)
	NOT APPLY	.20 (.02)	.12 (.04)	.13 (.06)	.31 (.05)	.26 (.02)	.14 (.04)	.25 (.08)	.25 (.08)	.15 (.05)	.15 (.05)

OTHER CLINICAL ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	NO OPINION	.09 (.02)	.16 (.04)	.10 (.04)	.04 (.02)	.08 (.02)	.10 (.03)	.06 (.03)	.05 (.03)	.13 (.05)	.11 (.04)
	BLANKS	4	0	3	1	2	2	1	0	2	1
Success former students have in using information taught when they get to other courses/ services	USED	.80 (.03)	.81 (.05)	.76 (.05)	.83 (.04)	.83 (.03)	.76 (.05)	.88 (.05)	.88 (.04)	.65 (.08)	.76 (.06)
	NOT USED	.10 (.02)	.06 (.03)	.11 (.04)	.09 (.03)	.07 (.02)	.13 (.04)	.06 (.04)	.03 (.03)	.16 (.06)	.17 (.05)
	NOT APPLY	.06	.07 (.03)	.09 (.03)	.03	.05 (.02)	.07 (.03)	.00 (.03)	.07 (.03)	.13 (.06)	.04 (.02)
	NO OPINION	.04	.06 (.03)	.03 (.02)	.04 (.02)	.04 (.02)	.04	.06 (.04)	.02	.06 (.03)	.04 (.02)
	BLANKS	4	0	3	1	2	2	1	0	2	1
Amount of stress placed on students by instructions(e.g., examinations, amount of material to be covered)	USED	.33 (.02)	.31 (.06)	.39 (.07)	.26 (.06)	.28 (.02)	.37 (.05)	.38 (.08)	.37 (.08)	.35 (.08)	.20 (.05)
	NOT USED	.40 (.03)	.41 (.06)	.38 (.02)	.41 (.06)	.43 (.03)	.36 (.05)	.37 (.09)	.43 (.08)	.32 (.07)	.44 (.06)
	NOT APPLY	.17	.17 (.04)	.14 (.04)	.19 (.05)	.19 (.04)	.14 (.04)	.19 (.08)	.08 (.04)	.19 (.06)	.26 (.06)
	NO OPINION	.11 (.02)	.12 (.04)	.08 (.03)	.14 (.04)	.10 (.02)	.13 (.04)	.06 (.04)	.12 (.04)	.15 (.05)	.11 (.04)
	BLANKS	4	0	3	1	2	2	1	0	2	1
Extent to which instructional objectives have been achieved	USED	.89 (.02)	.86 (.04)	.90 (.03)	.88 (.04)	.89 (.03)	.88 (.03)	.91 (.04)	.91 (.04)	.79 (.07)	.91 (.04)
	NOT USED	.05	.09 (.04)	.04 (.02)	.04 (.02)	.04 (.02)	.05 (.02)	.03 (.03)	.05 (.03)	.08 (.04)	.04 (.02)
	NOT APPLY	.02	.01	.02	.04 (.02)	.03	.02	.00	.00	.08 (.04)	.03 (.02)
	NO OPINION	.04	.04 (.02)	.04 (.02)	.04 (.02)	.03 (.02)	.05 (.02)	.06 (.04)	.04 (.02)	.05 (.03)	.02
	BLANKS	5	0	3	2	3	2	1	0	2	2

Question 1: The following statements describe attributes pertaining to the instructional process in medical schools. Please indicate which you feel should be used to determine whether COURSES OR UNITS in undergraduate medical instruction in which YOU teach have been successful.

Key: USED = This attribute should be USED.
NOT USED = This attribute should NOT BE USED.
NOT APPLY = This attribute DOES NOT APPLY to the teaching I do.
NO OPINION = I have NO OPINION about this attribute.

BASIC SCIENCES ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Importance of subj. matter taught as viewed by faculty outside the area	USED	.62 (.03)	.63 (.04)	.61 (.05)	.61 (.05)	.63 (.04)	.60 (.04)	.43 (.10)	.58 (.06)	.64 (.05)	.70 (.05)
	NOT USED	.26 (.02)	.31 (.04)	.23 (.05)	.27 (.04)	.26 (.03)	.27 (.04)	.32 (.08)	.27 (.05)	.26 (.04)	.24 (.04)
	NOT APPLY	.06	.01	.05 (.02)	.09 (.03)	.06 (.02)	.06 (.02)	.09 (.06)	.07 (.03)	.05 (.02)	.04 (.02)
	NO OPINION	.06	.05 (.02)	.10 (.03)	.02	.06 (.02)	.07 (.03)	.16 (.07)	.08 (.04)	.05 (.02)	.02
	BLANKS	17	5	4	8	7	10	7	2	3	5
Whether the subj matter taught is essential for advanced study in the area	USED	.71 (.03)	.62 (.04)	.72 (.05)	.74 (.05)	.70 (.04)	.72 (.04)	.71 (.11)	.64 (.06)	.74 (.04)	.74 (.04)
	NOT USED	.21 (.02)	.27 (.04)	.18 (.04)	.20 (.04)	.21 (.03)	.20 (.04)	.09 (.06)	.26 (.05)	.21 (.04)	.19 (.04)
	NOT APPLY	.04	.10 (.02)	.02	.02	.04	.04	.00	.05 (.02)	.04	.04 (.02)
	NO OPINION	.05	.01	.08 (.03)	.04 (.02)	.05 (.02)	.05 (.02)	.20 (.09)	.05 (.03)	.01	.02
	BLANKS	18	5	4	9	9	9	8	4	2	4
Number of students electing to do advanced work in this area	USED	.25 (.03)	.20 (.04)	.26 (.05)	.26 (.04)	.27 (.04)	.21 (.04)	.23 (.08)	.24 (.06)	.24 (.04)	.26 (.04)
	NOT USED	.49 (.03)	.41 (.04)	.49 (.05)	.52 (.05)	.46 (.04)	.52 (.04)	.53 (.10)	.52 (.06)	.45 (.05)	.47 (.05)
	NOT APPLY	.21 (.02)	.32 (.04)	.18 (.03)	.19 (.04)	.23 (.03)	.19 (.02)	.14 (.07)	.18 (.04)	.23 (.04)	.24 (.04)
	NO OPINION	.06	.08 (.02)	.07 (.03)	.03	.04	.08 (.03)	.10 (.06)	.06 (.03)	.07 (.03)	.03
	BLANKS	19	5	5	9	8	11	7	4	2	6
Importance to practicing primary care physicians of subj. matter taught	USED	.56 (.03)	.66 (.04)	.57 (.05)	.48 (.05)	.59 (.04)	.52 (.05)	.60 (.12)	.55 (.06)	.56 (.05)	.55 (.05)
	NOT USED	.16 (.02)	.14 (.03)	.19 (.04)	.15 (.03)	.19 (.03)	.14 (.03)	.11 (.05)	.17 (.05)	.18 (.04)	.16 (.03)
	NOT APPLY	.20 (.02)	.14 (.03)	.18 (.04)	.26 (.04)	.18 (.03)	.23 (.04)	.21 (.09)	.21 (.05)	.19 (.04)	.20 (.04)

BASIC SCIENCES ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	NO OPINION	.07	.06 (.02)	.06 (.02)	.10 (.02)	.05	.11 (.03)	.08 (.05)	.07 (.03)	.07 (.02)	.09 (.02)
	BLANKS	17	5	4	8	8	9	7	3	2	5
Students' skill in solving problems using the subject matter taught	USED	.89 (.02)	.91 (.02)	.92 (.03)	.85 (.03)	.94 (.02)	.83 (.04)	.91 (.06)	.85 (.04)	.88 (.03)	.92 (.03)
	NOT USED	.05	.03	.03 (.02)	.07 (.03)	.03	.07 (.03)	.09 (.06)	.06 (.03)	.05 (.02)	.02
	NOT APPLY	.04	.03	.03 (.02)	.06 (.02)	.02	.07 (.02)	.00 (.02)	.05 (.03)	.04	.05 (.02)
	NO OPINION	.02	.03	.02	.01	.01	.03	.02	.04 (.02)	.03	.00
	BLANKS	17	5	3	9	8	9	7	3	3	4
Students' knowledge of basic facts, principles and concepts taught	USED	.98	.96	.98	.99	.97	1.00	1.00	1.00	.96 (.02)	.97
	NOT USED	.01	.03	.01	.00	.02	.00	.00	.00	.02	.01
	NOT APPLY	.01	.01	.01	.00	.01	.00	.00	.00	.01	.02
	NO OPINION	.00	.00	.00	.01	.01	.00	.00	.00	.01	.00
	BLANKS	14	5	3	6	6	8	7	3	2	2
Students' familiarity with standard reference sources	USED	.61 (.03)	.39 (.04)	.63 (.05)	.61 (.05)	.61 (.04)	.62 (.04)	.66 (.07)	.56 (.06)	.60 (.05)	.66 (.05)
	NOT USED	.17 (.02)	.21 (.03)	.13 (.04)	.20 (.04)	.20 (.03)	.14 (.03)	.14 (.07)	.20 (.05)	.13 (.03)	.20 (.04)
	NOT APPLY	.10 (.02)	.09 (.02)	.09 (.03)	.12 (.03)	.11 (.02)	.09 (.02)	.14 (.07)	.06 (.03)	.15 (.04)	.08 (.02)
	NO OPINION	.11 (.02)	.11 (.03)	.16 (.04)	.07 (.02)	.09 (.02)	.15 (.03)	.06 (.04)	.18 (.05)	.12 (.03)	.07 (.02)
	BLANKS	16	6	3	7	7	9	7	3	3	3
Students' skills in working with each other	USED	.31 (.03)	.31 (.04)	.34 (.05)	.28 (.04)	.33 (.04)	.29 (.04)	.45 (.08)	.30 (.06)	.30 (.04)	.29 (.05)
	NOT USED	.25 (.02)	.25 (.04)	.19 (.04)	.31 (.04)	.24 (.03)	.27 (.04)	.12 (.06)	.35 (.06)	.18 (.04)	.25 (.04)
	NOT APPLY	.31 (.02)	.30 (.04)	.32 (.04)	.30 (.04)	.30 (.04)	.31 (.04)	.27 (.08)	.22 (.05)	.35 (.04)	.37 (.05)

Question 1 - continued

BASIC SCIENCES ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	NO OPINION	.13 (.02)	.14 (.03)	.15 (.04)	.11 (.03)	.13 (.03)	.13 (.03)	.16 (.07)	.12 (.04)	.17 (.03)	.09 (.03)
	BLANKS	16	5	4	7	7	8	7	3	2	4
Students' development/adoption of attitudes consistent with their becoming physicians	USED	.56 (.03)	.57 (.04)	.55 (.05)	.58 (.04)	.59 (.04)	.54 (.04)	.62 (.04)	.56 (.06)	.55 (.05)	.56 (.05)
	NOT USED	.10 (.02)	.07 (.02)	.08 (.03)	.15 (.03)	.10 (.02)	.11 (.03)	.06 (.04)	.10 (.04)	.09 (.03)	.13 (.03)
	NOT APPLY	.21 (.02)	.21 (.03)	.20 (.04)	.23 (.04)	.21 (.03)	.22 (.03)	.14 (.02)	.20 (.05)	.22 (.04)	.24 (.04)
	NO OPINION	.12 (.02)	.15 (.03)	.17 (.04)	.05	.11 (.02)	.14 (.03)	.17 (.02)	.13 (.04)	.14 (.03)	.07 (.03)
	BLANKS	16	6	3	7	7	9	7	3	3	3
Students' capacity to deal with ambiguity and uncertainty	USED	.60 (.03)	.58 (.04)	.68 (.05)	.54 (.04)	.61 (.04)	.59 (.04)	.47 (.07)	.54 (.06)	.63 (.05)	.69 (.04)
	NOT USED	.11 (.02)	.11 (.03)	.06 (.02)	.16 (.04)	.10 (.02)	.11 (.03)	.17 (.08)	.11 (.04)	.11 (.03)	.08 (.02)
	NOT APPLY	.15 (.02)	.19 (.04)	.14 (.04)	.14 (.03)	.14 (.03)	.16 (.03)	.15 (.05)	.15 (.04)	.13 (.03)	.16 (.04)
	NO OPINION	.14 (.02)	.12 (.03)	.13 (.03)	.16 (.04)	.14 (.03)	.14 (.03)	.21 (.09)	.21 (.05)	.12 (.03)	.07 (.02)
	BLANKS	17	6	3	8	7	10	7	4	3	3
Whether faculty are satisfied with instruction students received	USED	.82 (.02)	.76 (.04)	.78 (.04)	.89 (.02)	.82 (.03)	.81 (.04)	.83 (.06)	.80 (.05)	.77 (.04)	.86 (.03)
	NOT USED	.10 (.02)	.12 (.03)	.13 (.03)	.07 (.02)	.10 (.02)	.11 (.03)	.06 (.04)	.07 (.03)	.12 (.03)	.13 (.03)
	NOT APPLY	.03	.01	.04 (.02)	.02	.03	.03	.04 (.04)	.05 (.02)	.02	.01
	NO OPINION	.05	.11 (.03)	.05 (.02)	.02	.05	.05 (.02)	.06 (.04)	.08 (.03)	.08 (.03)	.00 (.03)
	BLANKS	15	5	3	7	7	8	7	3	2	3
Existence of mutual respect between students and faculty	USED	.76 (.02)	.81 (.04)	.79 (.04)	.70 (.04)	.79 (.03)	.72 (.04)	.85 (.07)	.69 (.06)	.70 (.04)	.84 (.03)
	NOT USED	.08	.04 (.02)	.07 (.03)	.11 (.03)	.07 (.02)	.09 (.03)	.11 (.07)	.06 (.03)	.10 (.03)	.08 (.03)
	NOT APPLY	.06	.07 (.02)	.03	.10 (.03)	.08 (.02)	.04	?	.11 (.04)	.05 (.02)	.05 (.02)

Question 1 - continued

BASIC SCIENCES ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	NO OPINION	.10 (.02)	.08 (.03)	.11 (.03)	.09 (.02)	.06	.14 (.03)	.04 (.03)	.14 (.04)	.15 (.04)	.03
	BLANKS	17	5	4	8	8	9	7	3	4	3
Appropriateness of the instructional objectives	USED	.89 (.02)	.89 (.03)	.88 (.03)	.91 (.03)	.88 (.02)	.90 (.03)	1.00	.79 (.05)	.90 (.03)	.96 (.02)
	NOT USED	.03	.04 (.02)	.02	.02	.03	.02	.00	.02 (.02)	.03	.03
	NOT APPLY	.02	.01	.02 (.02)	.01	.00	.03 (.02)	.00 (.02)	.04 (.02)	.02	.00
	NO OPINION	.07	.05 (.02)	.08 (.03)	.05 (.02)	.08 (.02)	.04 (.02)	.00 (.02)	.15 (.04)	.06 (.02)	.01
	BLANKS	17	5	3	9	8	9	7	3	3	4
Interest students express in the subject matter	USED	.67 (.03)	.67 (.04)	.70 (.05)	.64 (.05)	.67 (.04)	.67 (.04)	.70 (.10)	.63 (.06)	.70 (.05)	.68 (.05)
	NOT USED	.21 (.02)	.21 (.04)	.17 (.04)	.25 (.04)	.19 (.03)	.23 (.04)	.20 (.09)	.24 (.05)	.18 (.04)	.20 (.04)
	NOT APPLY	.05	.08 (.03)	.05 (.02)	.02	.05	.04	.04 (.03)	.04 (.02)	.04 (.02)	.05 (.02)
	NO OPINION	.08	.03	.08 (.03)	.10 (.03)	.09 (.02)	.05 (.02)	.06 (.05)	.09 (.03)	.07 (.03)	.07 (.03)
	BLANKS	21	7	5	9	10	11	7	4	4	6
Students' feelings about whether instruction they received was successful	USED	.89 (.02)	.87 (.03)	.86 (.04)	.94 (.02)	.90 (.02)	.88 (.03)	.98 (.02)	.89 (.04)	.90 (.03)	.87 (.04)
	NOT USED	.06	.07 (.02)	.06 (.03)	.04	.05	.07 (.02)	.02 (.02)	.06 (.03)	.04 (.02)	.08 (.03)
	NOT APPLY	.01	.03	.00	.00	.01	.00	.00	.01	.01	.00
	NO OPINION	.05	.03	.08 (.03)	.02	.04	.05 (.02)	.00 (.02)	.04 (.03)	.05 (.02)	.06 (.02)
	BLANKS	17	5	3	9	8	9	7	3	4	3
Extent to which subj. matter offered is integrated with instruction in	USED	.79 (.02)	.75 (.04)	.78 (.05)	.84 (.03)	.80 (.03)	.78 (.04)	.65 (.10)	.77 (.05)	.84 (.03)	.82 (.04)
	NOT USED	.10 (.02)	.12 (.03)	.10 (.03)	.10 (.03)	.10 (.02)	.11 (.03)	.10 (.06)	.17 (.05)	.09 (.03)	.06 (.02)
	NOT APPLY	.03	.04	.06 (.02)	.01	.03	.04 (.02)	.08 (.05)	.03 (.02)	.01	.04 (.02)

Question 1 - continued

BASIC SCIENCES ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
other departments in the medical school	NO OPINION	.07	.09 (.03)	.07 (.02)	.06 (.02)	.07 (.02)	.07 (.02)	.17 (.07)	.02	.05 (.02)	.09 (.03)
	BLANKS	18	6	3	9	9	9	7	4	3	4
Students' final examination scores	USED	.73 (.03)	.74 (.04)	.79 (.04)	.67 (.05)	.70 (.04)	.77 (.04)	.72 (.10)	.67 (.06)	.71 (.05)	.81 (.04)
	NOT USED	.17 (.02)	.14 (.03)	.12 (.03)	.25 (.04)	.17 (.03)	.17 (.04)	.09 (.06)	.25 (.05)	.16 (.04)	.14 (.03)
	NOT APPLY	.04	.04 (.02)	.03 (.02)	.05 (.02)	.05 (.02)	.02	.06 (.05)	.04 (.02)	.05 (.02)	.02
	NO OPINION	.06	.07 (.02)	.06 (.02)	.04 (.02)	.08 (.02)	.03	.13 (.07)	.04 (.02)	.08 (.03)	.03 (.02)
	BLANKS	16	5	3	8	8	8	7	3	4	2
Whether instruction is specifically geared to patient care	USED	.23 (.02)	.26 (.04)	.24 (.04)	.19 (.04)	.24 (.03)	.21 (.03)	.32 (.09)	.17 (.05)	.28 (.05)	.21 (.04)
	NOT USED	.32 (.03)	.24 (.04)	.31 (.05)	.37 (.04)	.33 (.04)	.30 (.04)	.11 (.05)	.40 (.06)	.25 (.04)	.36 (.05)
	NOT APPLY	.38 (.03)	.47 (.05)	.32 (.05)	.40 (.05)	.38 (.04)	.38 (.04)	.50 (.09)	.34 (.06)	.36 (.05)	.39 (.05)
	NO OPINION	.07	.03	.13 (.04)	.04	.05 (.02)	.11 (.03)	.08 (.05)	.09 (.04)	.11 (.03)	.03 (.02)
	BLANKS	18	5	3	10	9	9	7	4	3	4
Department chairperson's opinion of the instruction	USED	.51 (.03)	.47 (.05)	.51 (.05)	.54 (.05)	.53 (.04)	.49 (.04)	.67 (.10)	.41 (.06)	.49 (.05)	.58 (.05)
	NOT USED	.30 (.03)	.28 (.04)	.30 (.05)	.30 (.05)	.32 (.04)	.27 (.04)	.19 (.08)	.35 (.06)	.35 (.05)	.24 (.04)
	NOT APPLY	.07	.08 (.02)	.06 (.03)	.08 (.02)	.07 (.02)	.07 (.02)	.00 (.02)	.06 (.03)	.04	.12 (.03)
	NO OPINION	.12 (.02)	.18 (.03)	.13 (.04)	.08 (.02)	.09 (.02)	.16 (.03)	.15 (.05)	.18 (.05)	.12 (.03)	.06 (.02)
	BLANKS	19	6	3	10	10	9	7	4	3	5
Nat'l Board scores of students who have received the instruction	USED	.63 (.03)	.69 (.04)	.66 (.05)	.56 (.05)	.65 (.04)	.60 (.04)	.44 (.08)	.70 (.06)	.61 (.05)	.63 (.05)
	NOT USED	.22 (.02)	.15 (.03)	.19 (.04)	.27 (.05)	.21 (.03)	.22 (.04)	.25 (.10)	.13 (.05)	.26 (.04)	.25 (.04)
	NOT APPLY	.05	.05 (.02)	.01	.08 (.02)	.04	.05	.00	.05 (.02)	.05 (.02)	.05 (.02)

BASIC SCIENCES ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	NO OPINION	.11 (.02)	.10 (.03)	.14 (.04)	.08 (.03)	.10 (.02)	.12 (.03)	.31 (.11)	.12 (.04)	.08 (.03)	.06 (.02)
	BLANKS	16	5	4	7	7	9	7	5	2	2
Success former students have in using information taught when they get to other courses/ services	USED	.83 (.02)	.87 (.03)	.78 (.04)	.86 (.03)	.85 (.03)	.80 (.04)	.67 (.11)	.84 (.04)	.86 (.03)	.86 (.04)
	NOT USED	.08	.07 (.02)	.09 (.03)	.07 (.02)	.09 (.02)	.07 (.02)	.20 (.08)	.05 (.02)	.06 (.02)	.09 (.03)
	NOT APPLY	.02	.03	.03 (.02)	.01	.00	.04 (.02	.00 (.02)	.03 (.02)	.01	.02
	NO OPINION	.07	.02	.10 (.03)	.06 (.02)	.05 (.02)	.08 (.03)	.14 (.07)	.08 (.03)	.07 (.02)	.03 (.02)
	BLANKS	18	6	4	8	10	8	7	5	3	3
Amount of stress placed on students by instructions(e.g., examinations, amount of material to be covered)	USED	.34 (.03)	.37 (.04)	.35 (.05)	.31 (.04)	.34 (.04)	.34 (.04)	.31 (.09)	.34 (.06)	.27 (.04)	.41 (.05)
	NOT USED	.47 (.03)	.39 (.04)	.43 (.05)	.55 (.05)	.52 (.04)	.40 (.04)	.33 (.07)	.50 (.06)	.48 (.05)	.47 (.05)
	NOT APPLY	.06	.11 (.03)	.05 (.02)	.05 (.02)	.03	.10 (.02)	.14 (.06)	.04	.08 (.02)	.05 (.02)
	NO OPINION	.12 (.02)	.12 (.03)	.16 (.04)	.09 (.02)	.10 (.02)	.15 (.03)	.22 (.09)	.12 (.04)	.17 (.04)	.07 (.03)
	BLANKS	19	6	3	10	10	9	7	5	3	4
Extent to which instructional objectives have been achieved	USED	.91 (.02)	.94 (.02)	.87 (.04)	.93 (.02)	.92 (.02)	.89 (.03)	.92 (.05)	.87 (.04)	.90 (.03)	.94 (.02)
	NOT USED	.04	.02	.03 (.02)	.05	.04	.03	.00	.04 (.02)	.03	.05 (.02)
	NOT APPLY	.00	.01	.00	.01	.00	.01	.00	.00	.02	.00
	NO OPINION	.05	.03	.09 (.03)	.02	.04	.08 (.03)	.08 (.05)	.09 (.04)	.06 (.02)	.01
	BLANKS	20	6	3	11	11	9	7	5	3	5

USE OF EVALUATION TECHNIQUES

SECTION C

Question 2

Question 2: The following is a list of techniques and sources of information that can be used to evaluate undergraduate medical students. Please report YOUR USE of each source or technique by circling

Key: FREQ = I FREQUENTLY use this technique or procedure.
OCCA = I OCCASIONALLY use this technique or procedure.
NEVER = I NEVER use this technique or procedure.

ALL DEPARTMENTS

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Multiple choice questions	FREQ	.55	.63 (.03)	.57 (.02)	.50	.54	.57	.43 (.08)	.49 (.03)	.57 (.04)	.67 (.03)
	OCCA	.23	.23 (.03)	.21 (.02)	.26	.22	.26	.22 (.05)	.25 (.02)	.21 (.03)	.24 (.03)
	NEVER	.21	.14 (.02)	.21	.24	.25 (.02)	.17 (.02)	.35 (.08)	.26 (.03)	.21 (.03)	.09 (.02)
	BLANKS	21	5	10	6	11	10	9	4	5	3
True-false questions	FREQ	.27	.30 (.03)	.28 (.02)	.24 (.03)	.22	.32	.17 (.04)	.28 (.02)	.27 (.03)	.31 (.03)
	OCCA	.35	.37 (.03)	.35 (.02)	.36	.35 (.02)	.36	.29 (.07)	.32 (.03)	.40 (.04)	.40 (.03)
	NEVER	.38	.33 (.03)	.37 (.02)	.41	.42	.33 (.02)	.55 (.08)	.41 (.03)	.34 (.04)	.29 (.03)
	BLANKS	21	5	10	6	11	10	9	4	5	3
Matching questions	FREQ	.27	.33 (.03)	.26 (.02)	.25 (.03)	.22	.33	.13 (.04)	.23 (.02)	.33 (.03)	.34 (.03)
	OCCA	.37	.39 (.03)	.38 (.02)	.35 (.02)	.39	.35 (.02)	.38 (.08)	.32 (.03)	.36 (.04)	.44 (.03)
	NEVER	.36	.28 (.03)	.35 (.02)	.40 (.02)	.39	.32	.50 (.02)	.46	.32 (.04)	.21 (.03)
	BLANKS	22	5	10	7	11	11	9	4	6	3
Fill-in questions	FREQ	.17	.20 (.02)	.14	.19 (.02)	.17	.18 (.02)	.09 (.03)	.17	.18 (.03)	.22 (.03)
	OCCA	.37	.38 (.03)	.43 (.02)	.31	.34	.41	.29 (.07)	.38	.36 (.04)	.41 (.03)
	NEVER	.46	.42 (.03)	.43 (.02)	.51	.49	.41	.63 (.07)	.46	.46 (.04)	.37 (.03)
	BLANKS	28	5	11	12	15	13	9	4	10	5
Short answer questions	FREQ	.26	.27 (.03)	.25 (.02)	.28	.25	.28 (.02)	.28 (.07)	.23	.26 (.03)	.30 (.03)
	OCCA	.36	.41 (.03)	.35	.36	.33	.40 (.02)	.30 (.05)	.38	.35 (.03)	.37 (.03)
	NEVER	.38	.33 (.03)	.40 (.02)	.37	.42	.33	.42 (.07)	.39	.39 (.04)	.33 (.03)
	BLANKS	22	5	10	7	11	11	9	4	6	3

Question 2 - continued

ALL DEPARTMENTS

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Essay questions	FREQ	.15	.19 (.03)	.12 (.02)	.18 (.02)	.15 (.02)	.15 (.02)	.15 (.03)	.14 (.02)	.17 (.02)	.16 (.02)
	OCCA	.27	.30 (.03)	.28	.24 (.03)	.24	.29 (.02)	.27 (.07)	.23 (.02)	.25 (.03)	.32 (.03)
	NEVER	.58	.51 (.03)	.61 (.02)	.59	.61 (.02)	.55	.58 (.07)	.63 (.03)	.58 (.04)	.52 (.03)
	BLANKS	24	7	10	7	13	11	9	6	5	4
Oral examinations	FREQ	.35	.36 (.03)	.32 (.02)	.37 (.02)	.35	.34 (.02)	.39	.34 (.03)	.28 (.04)	.40 (.03)
	OCCA	.32	.35 (.03)	.30	.33	.31 (.02)	.33 (.02)	.28 (.05)	.26 (.02)	.39 (.04)	.35 (.03)
	NEVER	.33	.28 (.02)	.38 (.02)	.30	.33	.33 (.02)	.33 (.08)	.41	.33 (.04)	.25 (.02)
	BLANKS	25	6	12	7	14	11	9	4	6	6
Practical examinations	FREQ	.31	.36 (.03)	.28	.33 (.02)	.31 (.02)	.32 (.02)	.34 (.02)	.31 (.02)	.26 (.03)	.35 (.03)
	OCCA	.26	.29 (.03)	.28	.23 (.02)	.24	.29	.30 (.05)	.21 (.02)	.27 (.04)	.31 (.03)
	NEVER	.42	.34 (.03)	.44 (.02)	.44 (.02)	.45	.39	.36	.48	.47 (.04)	.34 (.03)
	BLANKS	28	7	10	11	13	15	10	5	6	7
Observation of student in laboratory	FREQ	.24	.27 (.03)	.19	.28	.25	.23 (.02)	.27 (.05)	.19 (.03)	.26 (.03)	.27 (.03)
	OCCA	.24	.26 (.03)	.25 (.02)	.21 (.03)	.20	.29 (.02)	.31 (.08)	.18	.30 (.03)	.23 (.03)
	NEVER	.52	.47 (.03)	.55	.51 (.02)	.55	.49 (.02)	.42	.63 (.02)	.44 (.04)	.50 (.03)
	BLANKS	32	9	12	11	14	18	8	7	9	8
Observation of student in patient care settings	FREQ	.47	.51 (.02)	.47 (.02)	.46	.44	.50 (.02)	.42	.48 (.03)	.50 (.03)	.46 (.03)
	OCCA	.11	.07	.11	.13 (.02)	.12	.10 (.02)	.11 (.04)	.11	.10 (.02)	.12 (.02)
	NEVER	.42	.42 (.02)	.42	.41 (.03)	.44 (.02)	.40	.46	.40 (.02)	.41 (.03)	.42 (.02)
	BLANKS	33	6	14	13	16	17	10	5	8	10

Question 2 - continued

ALL DEPARTMENTS

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Interview of student	FREQ	.31	.35 (.03)	.30 (.02)	.31	.28 (.02)	.34	.29 (.08)	.35 (.03)	.28 (.03)	.30 (.03)
	OCCA	.38	.37 (.03)	.40	.37 (.02)	.40	.37 (.02)	.32 (.06)	.31 (.03)	.45 (.04)	.44 (.03)
	NEVER	.30	.28 (.03)	.30	.32	.32 (.02)	.28 (.02)	.39 (.02)	.33 (.02)	.27 (.03)	.26 (.03)
	BLANKS	32	7	11	14	18	14	11	6	6	9
Written simulation (e.g., patient management problem)	FREQ	.13	.12 (.02)	.12	.14 (.02)	.12	.14	.17 (.05)	.10 (.03)	.14 (.03)	.13 (.02)
	OCCA	.23	.25 (.03)	.27	.19 (.03)	.24 (.02)	.23 (.02)	.26 (.07)	.21 (.02)	.24 (.03)	.25 (.03)
	NEVER	.64	.62 (.03)	.61 (.02)	.68 (.02)	.65	.63	.57 (.03)	.69 (.03)	.62 (.04)	.53 (.03)
	BLANKS	36	7	14	15	19	17	12	6	8	10
Term project	FREQ	.10	.14 (.02)	.08 (.02)	.11 (.02)	.13	.07	.09 (.03)	.14 (.03)	.12 (.03)	.06
	OCCA	.27	.29 (.03)	.26 (.02)	.26	.26	.28	.22 (.05)	.23 (.02)	.29 (.03)	.32 (.03)
	NEVER	.63	.57 (.03)	.66	.62 (.02)	.61	.65 (.02)	.70 (.05)	.63 (.03)	.59 (.04)	.62 (.03)
	BLANKS	29	7	13	9	16	13	9	6	8	6
Contributions in class	FREQ	.30	.33 (.03)	.28 (.02)	.32	.30	.31	.17 (.04)	.31 (.03)	.32 (.04)	.35 (.03)
	OCCA	.33	.35 (.03)	.32	.33	.31 (.02)	.35 (.02)	.23 (.05)	.33 (.03)	.32 (.03)	.37 (.03)
	NEVER	.37	.33 (.03)	.40	.35	.39	.34	.59 (.05)	.36 (.03)	.35 (.04)	.28 (.03)
	BLANKS	30	8	13	9	18	12	8	4	8	10
Contributions in rounds	FREQ	.34	.32 (.03)	.35 (.02)	.33	.31 (.02)	.37	.21 (.05)	.32 (.03)	.34 (.03)	.42 (.03)
	OCCA	.19	.17 (.02)	.19	.21 (.03)	.18	.21 (.02)	.22 (.07)	.22 (.03)	.18 (.03)	.17 (.02)
	NEVER	.47	.51 (.03)	.46	.46 (.03)	.51 (.02)	.42 (.02)	.57 (.07)	.46 (.02)	.48 (.03)	.41 (.02)
	BLANKS	37	9	17	11	21	16	11	5	9	12

Question 2 - continued

ALL DEPARTMENTS

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Questionnaires and opinion-naires	FREQ	.11	.16 (.02)	.07	.13 (.02)	.10	.12 (.02)	.11 (.04)	.08 (.02)	.13 (.03)	.12 (.02)
	OCCA	.26	.27 (.03)	.29 (.02)	.23 (.03)	.27 (.02)	.25 (.02)	.20 (.06)	.28 (.03)	.29 (.03)	.25 (.03)
	NEVER	.63	.57 (.03)	.64 (.02)	.65	.63	.63 (.02)	.69 (.07)	.64 (.03)	.58 (.04)	.62 (.03)
	BLANKS	41	11	18	12	21	20	10	7	12	12
Feedback from other faculty members	FREQ	.24	.29 (.03)	.22 (.02)	.26	.24 (.02)	.25	.21 (.05)	.22 (.02)	.23 (.03)	.30 (.03)
	OCCA	.49	.49 (.03)	.52 (.02)	.47 (.02)	.50	.49	.35 (.08)	.51	.52 (.04)	.52 (.03)
	NEVER	.26	.22 (.03)	.26	.28	.26 (.02)	.27 (.02)	.44 (.02)	.27 (.02)	.25 (.03)	.18 (.03)
	BLANKS	28	7	13	8	16	12	9	4	8	7
Feedback from students	FREQ	.32	.37 (.03)	.31	.30	.34	.29	.26 (.05)	.29 (.03)	.36 (.04)	.35 (.03)
	OCCA	.33	.30 (.03)	.35 (.02)	.32	.29 (.02)	.38	.27 (.07)	.34 (.03)	.34 (.04)	.35 (.03)
	NEVER	.35	.33 (.03)	.33	.37 (.02)	.37	.33 (.02)	.46	.38 (.03)	.30 (.03)	.30 (.03)
	BLANKS	26	7	11	8	14	12	8	4	7	7
Feedback from patients	FREQ	.18	.15 (.02)	.21	.16 (.03)	.15	.21 (.02)	.23 (.07)	.22 (.02)	.12 (.03)	.15 (.02)
	OCCA	.25	.30 (.03)	.25 (.02)	.22	.24 (.02)	.25	.20 (.05)	.22 (.03)	.27 (.03)	.28 (.03)
	NEVER	.57	.55 (.03)	.53	.63	.60	.54 (.02)	.57	.56 (.03)	.61 (.04)	.57 (.03)
	BLANKS	38	9	17	12	20	18	11	6	11	10

Question 2: The following is a list of techniques and sources of information that can be used to evaluate undergraduate medical students. Please report YOUR USE of each source or technique by.circling

Key: FREQ = I FREQUENTLY use this technique or procedure.
OCCA = I OCCASIONALLY use this technique or procedure.
NEVER = I NEVER use this technique or procedure.

PRIMARY CARE ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Multiple choice questions	FREQ	.48 (.02)	.56 (.07)	.53 (.02)	.40 (.04)	.42 (.05)	.55 (.07)	.11 (.04)	.42 (.10)	.49 (.06)	.68 (.06)
	OCCA	.27 (.02)	.25 (.05)	.23 (.07)	.33 (.07)	.26 (.05)	.28 (.07)	.13 (.09)	.30 (.10)	.27 (.07)	.28 (.06)
	NEVER	.23 (.03)	.19 (.05)	.25 (.05)	.22 (.06)	.32 (.06)	.13 (.02)	.57 (.10)	.27 (.07)	.24 (.06)	.04 (.03)
	BLANKS	2	0	2	0	1	1	1	1	0	0
True-false questions	FREQ	.29 (.02)	.30 (.06)	.36 (.08)	.19 (.06)	.19 (.05)	.39 (.07)	.04 (.03)	.37 (.10)	.26 (.05)	.30 (.06)
	OCCA	.37 (.02)	.37 (.06)	.34 (.08)	.42 (.07)	.38 (.06)	.36 (.07)	.07 (.04)	.30 (.11)	.46 (.07)	.48 (.07)
	NEVER	.32 (.03)	.34 (.05)	.30 (.05)	.34 (.06)	.43 (.06)	.21 (.03)	.70 (.04)	.33 (.07)	.28 (.07)	.22 (.05)
	BLANKS	2	0	2	0	1	1	1	1	0	0
Matching questions	FREQ	.28 (.01)	.28 (.06)	.33 (.08)	.20 (.04)	.13 (.04)	.42 (.07)	.04 (.03)	.34 (.10)	.25 (.05)	.30 (.06)
	OCCA	.30 (.03)	.36 (.06)	.24 (.05)	.34 (.06)	.37 (.06)	.22 (.04)	.19 (.10)	.12 (.05)	.35 (.07)	.49 (.07)
	NEVER	.41 (.02)	.35 (.06)	.43	.41 (.05)	.50 (.06)	.32 (.07)	.57 (.10)	.54 (.10)	.40 (.07)	.22 (.06)
	BLANKS	2	0	2	0	1	1	1	1	0	0
Fill-in questions	FREQ	.10 (.02)	.17 (.05)	.08 (.04)	.08 (.03)	.10 (.04)	.10 (.03)	.04 (.03)	.10 (.05)	.07 (.03)	.13 (.05)
	OCCA	.29 (.03)	.37 (.06)	.24 (.05)	.31 (.06)	.30 (.06)	.27 (.04)	.00 (.04)	.17 (.07)	.31 (.07)	.50 (.07)
	NEVER	.60 (.04)	.46 (.06)	.68 (.06)	.56 (.06)	.60 (.06)	.60 (.04)	.77 (.03)	.73 (.07)	.63 (.07)	.37 (.07)
	BLANKS	2	0	2	0	1	1	1	1	0	0
Short answer questions	FREQ	.21 (.03)	.23 (.05)	.16 (.05)	.26 (.06)	.26 (.06)	.16 (.03)	.09 (.03)	.26 (.07)	.15 (.06)	.24 (.06)
	OCCA	.26 (.03)	.39 (.06)	.21 (.05)	.27 (.05)	.25 (.05)	.27 (.04)	.18 (.09)	.14 (.05)	.32 (.07)	.37 (.06)
	NEVER	.51	.37 (.06)	.63 (.06)	.42 (.07)	.49 (.07)	.54 (.04)	.55 (.10)	.60 (.07)	.52 (.07)	.39 (.06)
	BLANKS	2	0	2	0	1	1	1	1	0	0

Question 2 - continued

PRIMARY CARE ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Essay questions	FREQ	.06	.22 (.06)	.01	.06 (.03)	.06 (.02)	.07 (.02)	.04 (.03)	.05 (.02)	.07 (.03)	.08 (.03)
	OCCA	.15 (.02)	.26 (.05)	.15 (.03)	.10 (.04)	.13 (.03)	.17 (.03)	.05 (.02)	.06 (.02)	.16 (.05)	.29 (.06)
	NEVER	.77 (.02)	.52 (.07)	.83 (.04)	.79 (.04)	.82 (.03)	.71 (.04)	.72 (.04)	.89 (.03)	.78 (.06)	.63 (.06)
	BLANKS	2	0	2	0	1	1	1	1	0	0
Oral examinations	FREQ	.37 (.02)	.47 (.06)	.32 (.08)	.37 (.07)	.42 (.06)	.31 (.07)	.15 (.09)	.42	.20 (.06)	.51 (.07)
	OCCA	.31 (.03)	.33 (.06)	.31 (.05)	.31 (.05)	.28 (.05)	.35 (.04)	.15 (.03)	.15 (.05)	.48 (.08)	.41 (.06)
	NEVER	.30 (.02)	.20 (.05)	.37 (.08)	.26 (.06)	.31 (.06)	.30 (.06)	.51 (.10)	.43 (.11)	.32 (.07)	.07 (.04)
	BLANKS	3	0	3	0	2	1	1	1	1	0
Practical examinations	FREQ	.29 (.02)	.34 (.06)	.27 (.08)	.30 (.06)	.30 (.05)	.28 (.07)	.15 (.09)	.38 (.11)	.20 (.05)	.31 (.05)
	OCCA	.28 (.03)	.41 (.06)	.29 (.06)	.22 (.05)	.27 (.05)	.29 (.04)	.15 (.03)	.17 (.06)	.36 (.07)	.40 (.06)
	NEVER	.41 (.03)	.25 (.05)	.45	.43 (.07)	.42 (.07)	.39 (.07)	.51 (.10)	.45	.44 (.07)	.29 (.06)
	BLANKS	3	0	2	1	1	2	1	1	0	1
Observation of student in laboratory	FREQ	.16 (.03)	.21 (.05)	.09 (.04)	.21 (.06)	.18 (.05)	.13 (.03)	.00 (.03)	.18 (.07)	.15 (.05)	.19 (.05)
	OCCA	.20 (.02)	.35 (.06)	.13 (.03)	.21 (.05)	.18 (.03)	.22 (.04)	.30 (.10)	.08 (.02)	.30 (.06)	.22 (.05)
	NEVER	.63 (.04)	.43 (.06)	.77 (.05)	.52 (.07)	.64 (.06)	.61 (.04)	.51 (.10)	.74 (.07)	.55 (.06)	.60 (.06)
	BLANKS	5	0	3	2	2	3	1	1	2	1
Observation of student in patient care settings	FREQ	.70 (.02)	.78 (.06)	.71 (.08)	.67 (.06)	.72 (.06)	.69 (.06)	.20 (.04)	.74 (.11)	.84 (.06)	.73 (.06)
	OCCA	.15	.06 (.03)	.16 (.07)	.18 (.06)	.13 (.04)	.16 (.06)	.02 (.02)	.17 (.09)	.11 (.05)	.20 (.06)
	NEVER	.13 (.02)	.16 (.05)	.14 (.04)	.10 (.02)	.14 (.04)	.12 (.02)	.59 (.03)	.09 (.05)	.06 (.03)	.08 (.03)
	BLANKS	2	0	2	0	1	1	1	1	0	0

Question 2 - continued

PRIMARY CARE ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES: SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	ACADEMIC RANK: INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Interview of student	FREQ	.41 (.03)	.48 (.07)	.43 (.02)	.36 (.07)	.44 (.07)	.39 (.07)	.22 (.10)	.43	.48 (.08)	.40 (.07)
	OCCA	.35 (.02)	.38 (.06)	.36 (.08)	.33 (.07)	.32 (.06)	.39 (.07)	.13 (.04)	.31 (.10)	.41 (.07)	.43 (.07)
	NEVER	.22 (.02)	.14 (.04)	.22 (.07)	.26 (.07)	.25 (.06)	.19 (.06)	.46 (.10)	.26 (.10)	.11 (.04)	.18 (.05)
	BLANKS	3	0	2	1	2	1	1	1	0	1
Written simulation (e.g., patient management problem)	FREQ	.19	.20 (.05)	.20 (.08)	.16 (.04)	.17 (.05)	.21 (.06)	.07 (.04)	.22 (.09)	.21 (.06)	.18 (.05)
	OCCA	.24 (.03)	.35 (.06)	.24 (.05)	.19 (.04)	.22 (.05)	.26 (.04)	.15 (.09)	.15 (.05)	.36 (.06)	.28 (.06)
	NEVER	.55 (.02)	.46 (.07)	.56	.59 (.06)	.61 (.06)	.49 (.07)	.59 (.10)	.64 (.10)	.43 (.07)	.55 (.07)
	BLANKS	3	0	2	1	1	2	1	1	0	1
Term project	FREQ	.10 (.03)	.20 (.05)	.05 (.03)	.13 (.05)	.15 (.05)	.06 (.02)	.05 (.02)	.17 (.07)	.12 (.05)	.04 (.02)
	OCCA	.21 (.03)	.30 (.06)	.15 (.04)	.25 (.05)	.22 (.04)	.21 (.04)	.15 (.09)	.06 (.02)	.28 (.07)	.35 (.07)
	NEVER	.67 (.04)	.51 (.06)	.80 (.05)	.57 (.07)	.64 (.06)	.70 (.04)	.61 (.09)	.78 (.07)	.60 (.07)	.61 (.07)
	BLANKS	4	0	3	1	1	3	1	2	1	0
Contributions in class	FREQ	.32 (.02)	.41 (.06)	.35	.24 (.05)	.31 (.05)	.33 (.07)	.07	.35 (.10)	.30 (.07)	.38 (.06)
	OCCA	.31 (.03)	.34 (.06)	.22 (.05)	.40 (.06)	.31 (.06)	.30 (.04)	.04 (.03)	.23 (.07)	.37 (.07)	.43 (.06)
	NEVER	.36 (.02)	.25 (.06)	.43 (.08)	.31 (.06)	.38 (.06)	.34 (.06)	.69 (.03)	.42 (.10)	.33 (.07)	.19 (.05)
	BLANKS	3	0	2	1	2	1	1	1	1	0
Contributions in rounds	FREQ	.54 (.03)	.44 (.06)	.61	.49 (.07)	.50 (.06)	.58 (.07)	.06	.51	.58 (.07)	.69 (.06)
	OCCA	.27 (.02)	.26 (.05)	.22 (.08)	.32 (.06)	.32 (.06)	.21 (.06)	.04 (.03)	.37 (.11)	.26 (.06)	.23 (.06)
	NEVER	.18 (.02)	.30 (.06)	.16 (.04)	.14 (.03)	.18 (.04)	.17 (.03)	.71 (.03)	.11 (.05)	.16 (.06)	.08 (.03)
	BLANKS	2	0	2	0	1	1	1	1	0	0

Question 2 - continued

PRIMARY CARE ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Questionnaires and opinion-naires	FREQ	.14 (.03)	.18 (.05)	.11 (.03)	.17 (.06)	.14 (.04)	.15 (.03)	.00 (.03)	.11 (.05)	.22 (.06)	.17 (.05)
	OCCA	.22 (.03)	.21 (.05)	.23 (.05)	.21 (.05)	.27 (.05)	.17 (.03)	.02 (.02)	.21 (.06)	.31 (.07)	.23 (.06)
	NEVER	.61 (.04)	.61 (.06)	.65 (.06)	.56 (.07)	.59 (.06)	.64 (.04)	.79 (.02)	.68 (.07)	.47 (.08)	.59 (.06)
	BLANKS	3	1	2	0	1	2	1	1	0	1
Feedback from other faculty members	FREQ	.33 (.02)	.33 (.06)	.35 (.08)	.29 (.05)	.30 (.05)	.35 (.07)	.02 (.02)	.35 (.10)	.30 (.07)	.42 (.06)
	OCCA	.48 (.03)	.39 (.06)	.52 (.02)	.47 (.07)	.51 (.06)	.44 (.07)	.11 (.03)	.48	.59 (.07)	.51 (.07)
	NEVER	.18 (.03)	.28 (.06)	.13 (.04)	.19 (.05)	.19 (.05)	.16 (.02)	.68 (.04)	.17 (.07)	.11 (.04)	.07 (.03)
	BLANKS	2	0	2	0	1	1	1	1	0	0
Feedback from students	FREQ	.46 (.03)	.34 (.06)	.53 (.02)	.44 (.07)	.48 (.07)	.45 (.07)	.15 (.09)	.52	.46 (.07)	.51 (.07)
	OCCA	.26 (.02)	.34 (.06)	.26 (.08)	.22 (.05)	.25 (.05)	.27 (.07)	.11 (.03)	.23 (.09)	.38 (.07)	.24 (.06)
	NEVER	.26 (.03)	.32 (.06)	.21 (.05)	.30 (.07)	.27 (.06)	.25 (.03)	.55 (.10)	.25 (.07)	.16 (.05)	.25 (.06)
	BLANKS	2	0	2	0	1	1	1	1	0	0
Feedback from patients	FREQ	.29 (.02)	.24 (.05)	.34 (.08)	.26 (.06)	.27 (.06)	.32 (.07)	.05 (.02)	.49 (.11)	.16 (.06)	.26 (.06)
	OCCA	.36 (.02)	.43 (.06)	.40	.29 (.05)	.39 (.06)	.34 (.07)	.13 (.04)	.28 (.10)	.50 (.07)	.43 (.07)
	NEVER	.32 (.03)	.33 (.06)	.26 (.05)	.40 (.07)	.34 (.06)	.30 (.04)	.63 (.01)	.23 (.07)	.34 (.07)	.31 (.06)
	BLANKS	2	0	2	0	1	1	1	1	0	0

101

Question 2: The following is a list of techniques and sources of information that can be used to evaluate undergraduate medical students. Please report YOUR USE of each source or technique by circling

Key: FREQ = I FREQUENTLY use this technique or procedure.
OCCA = I OCCASIONALLY use this technique or procedure.
NEVER = I NEVER use this technique or procedure.

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Multiple choice questions	FREQ	.49 (.03)	.51 (.06)	.52 (.02)	.45 (.06)	.43 (.03)	.56 (.05)	.49 (.08)	.40 (.20)	.47 (.08)	.63 (.06)
	OCCA	.22 (.02)	.26 (.05)	.22 (.06)	.20 (.05)	.24	.19 (.04)	.16 (.05)	.28 (.08)	.17 (.06)	.21 (.05)
	NEVER	.29 (.02)	.23 (.05)	.26 (.07)	.35 (.06)	.32 (.02)	.25 (.05)	.34 (.08)	.32	.36 (.07)	.15 (.05)
	BLANKS	5	2	3	0	2	3	0	1	3	1
True-false questions	FREQ	.24	.29 (.05)	.24 (.05)	.21 (.05)	.20 (.04)	.28 (.05)	.17 (.06)	.19 (.05)	.25 (.07)	.34 (.06)
	OCCA	.35 (.02)	.29 (.06)	.37 (.07)	.35 (.05)	.33	.37 (.04)	.29 (.05)	.34 (.08)	.38 (.07)	.37 (.06)
	NEVER	.41 (.02)	.42 (.06)	.39 (.02)	.44 (.05)	.47 (.02)	.36 (.05)	.54 (.08)	.47 (.08)	.36 (.07)	.29 (.06)
	BLANKS	5	2	3	0	2	3	0	1	3	1
Matching questions	FREQ	.20 (.03)	.28 (.05)	.17 (.04)	.20 (.04)	.19 (.04)	.22 (.04)	.11 (.06)	.10 (.04)	.30 (.07)	.33 (.06)
	OCCA	.38 (.02)	.36 (.06)	.45 (.02)	.31 (.05)	.35 (.02)	.41 (.05)	.43 (.06)	.36 (.02)	.35 (.08)	.39 (.06)
	NEVER	.42 (.03)	.36 (.06)	.38 (.02)	.49 (.06)	.46 (.03)	.37 (.05)	.46 (.08)	.54 (.03)	.35 (.08)	.28 (.06)
	BLANKS	6	2	3	1	2	4	0	1	4	1
Fill-in questions	FREQ	.17 (.02)	.20 (.05)	.12 (.04)	.21 (.04)	.16 (.03)	.18 (.04)	.09 (.04)	.14 (.04)	.25 (.07)	.21 (.05)
	OCCA	.40 (.02)	.29 (.05)	.53 (.02)	.31 (.05)	.33 (.01)	.48 (.05)	.37 (.05)	.51	.26 (.07)	.38 (.06)
	NEVER	.43 (.02)	.52 (.05)	.35 (.02)	.49 (.06)	.51 (.02)	.34 (.05)	.54 (.06)	.35	.49 (.08)	.41 (.07)
	BLANKS	8	2	4	2	3	5	0	1	6	1
Short answer questions	FREQ	.26	.22 (.05)	.27 (.04)	.26 (.05)	.24 (.04)	.27 (.04)	.34 (.05)	.18 (.05)	.30 (.08)	.26 (.06)
	OCCA	.38 (.02)	.40 (.06)	.38 (.07)	.37 (.05)	.32 (.05)	.45 (.05)	.24 (.06)	.53	.28 (.06)	.38 (.06)
	NEVER	.36 (.02)	.38 (.06)	.35	.37 (.05)	.44 (.02)	.27 (.04)	.42 (.05)	.29 (.08)	.42 (.08)	.37 (.06)
	BLANKS	5	2	3	0	2	3	0	1	3	1

Question 2 - continued

OTHER CLINICAL ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Essay questions	FREQ	.13 (.02)	.17 (.05)	.12 (.03)	.14 (.04)	.12 (.03)	.15 (.04)	.13 (.05)	.14 (.05)	.17 (.05)	.10 (.04)
	OCCA	.32 (.02)	.31 (.06)	.36 (.06)	.28 (.05)	.29 (.05)	.36 (.05)	.32 (.04)	.35 (.08)	.22 (.06)	.36 (.06)
	NEVER	.55 (.03)	.52 (.06)	.52 (.02)	.58 (.06)	.59 (.02)	.50 (.05)	.54 (.05)	.52 (.03)	.60 (.08)	.54 (.07)
	BLANKS	7	3	1	1	3	4	0	3	3	1
Oral examinations	FREQ	.51	.52 (.06)	.50 (.02)	.52 (.06)	.50 (.03)	.52 (.05)	.59 (.09)	.44 (.02)	.50 (.08)	.59 (.06)
	OCCA	.27 (.02)	.28 (.05)	.24 (.06)	.29 (.05)	.30 (.02)	.23 (.04)	.26 (.08)	.27 (.08)	.21 (.06)	.30 (.05)
	NEVER	.22 (.02)	.20 (.04)	.26	.19 (.05)	.21	.24 (.05)	.15 (.07)	.28 (.08)	.29 (.07)	.15 (.05)
	BLANKS	5	2	3	0	2	3	0	1	3	1
Practical examinations	FREQ	.36 (.02)	.40 (.06)	.30 (.04)	.41 (.07)	.31 (.05)	.42 (.05)	.47 (.09)	.31 (.06)	.23 (.07)	.45 (.06)
	OCCA	.27 (.02)	.25 (.05)	.34 (.02)	.21 (.04)	.26 (.05)	.29 (.05)	.28 (.06)	.19 (.07)	.34 (.08)	.32 (.06)
	NEVER	.37 (.03)	.36 (.05)	.35	.38 (.06)	.43 (.03)	.29 (.05)	.25 (.08)	.50 (.03)	.43 (.08)	.23 (.05)
	BLANKS	7	3	3	1	3	4	1	2	3	1
Observation of student in laboratory	FREQ	.18 (.03)	.18 (.05)	.15 (.04)	.22 (.05)	.18 (.04)	.18 (.04)	.26 (.08)	.08 (.04)	.26 (.07)	.19 (.06)
	OCCA	.22	.14 (.04)	.32 (.07)	.14 (.03)	.16 (.05)	.28 (.04)	.35 (.05)	.14 (.07)	.19 .06)	.23 (.05)
	NEVER	.60 (.02)	.69 (.06)	.53	.65 (.06)	.66 (.02)	.54 (.05)	.39 (.06)	.78 (.08)	.54 (.08)	.58 (.06)
	BLANKS	10	3	4	3	4	6	0	3	5	2
Observation of student in patient care settings	FREQ	.60	.76 (.05)	.59 (.02)	.57 (.06)	.58 (.03)	.64 (.05)	.63 (.09)	.55 (.02)	.64 (.08)	.63 (.06)
	OCCA	.15 (.01)	.07 (.03)	.16 (.06)	.18 (.05)	.17 (.05)	.13 (.04)	.15 (.07)	.18 (.08)	.09 (.04)	.17 (.05)
	NEVER	.24 (.02)	.16 (.04)	.26 (.07)	.26 (.06)	.25 (.02)	.23 (.05)	.21 (.08)	.28 (.08)	.27 (.07)	.20 (.05)
	BLANKS	5	1	3	1	2	3	0	0	4	1

Question 2 - continued

OTHER CLINICAL ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Interview of student	FREQ	.36	.51 (.06)	.27 (.04)	.38 (.06)	.28 (.04)	.45 (.05)	.40 (.06)	.41 (.07)	.22 (.04)	.36 (.06)
	OCCA	.40 (.02)	.26 (.05)	.49 (.05)	.35 (.06)	.46 (.04)	.33 (.05)	.34 (.09)	.36 (.05)	.46 (.07)	.46 (.07)
	NEVER	.24	.23 (.04)	.23 (.05)	.26 (.06)	.26 (.05)	.22 (.05)	.26 (.08)	.23 (.06)	.32 (.07)	.18 (.05)
	BLANKS	5	1		2	3	3	0	2	3	1
Written simulation (e.g., patient management problem)	FREQ	.12 (.02)	.13 (.04)	.1 (.04)	.15 (.04)	.12 (.03)	.14 (.04)	.21 (.08)	.08 (.04)	.15 (.06)	.10 (.04)
	OCCA	.27 (.02)	.23 (.05)	.37 (.07)	.19 (.04)	.32	.22 (.03)	.34 (.04)	.32 (.08)	.20 (.06)	.22 (.05)
	NEVER	.60 (.03)	.63 (.06)	.53 (.02)	.67 (.06)	.57 (.03)	.64 (.05)	.45 (.08)	.60 (.08)	.64 (.08)	.69 (.06)
	BLANKS	9	2	4	3	4	5	1	2	4	2
Term project	FREQ	.11 (.02)	.16 (.05)	.09 (.03)	.12 (.03)	.15 (.03)	.06 (.02)	.09 (.04)	.13 (.04)	.15 (.06)	.08 (.03)
	OCCA	.26 (.02)	.34 (.06)	.29 (.07)	.21 (.05)	.22 (.05)	.31 (.05)	.18 (.05)	.30 (.08)	.23 (.06)	.31 (.05)
	NEVER	.63 (.02)	.50 (.06)	.63 (.02)	.67 (.05)	.63 (.02)	.63 (.05)	.73 (.06)	.57 (.02)	.62 (.08)	.62 (.06)
	BLANKS	7	2	4	1	4	3	0	1	5	1
Contributions in class	FREQ	.34 (.02)	.44 (.06)	.28 (.06)	.37 (.05)	.32	.37 (.04)	.15 (.05)	.36 (.08)	.37 (.08)	.45 (.06)
	OCCA	.30 (.02)	.36 (.06)	.32 (.07)	.27 (.05)	.31 (.02)	.30 (.05)	.27 (.08)	.34 (.08)	.29 (.07)	.29 (.05)
	NEVER	.35 (.03)	.20 (.05)	.40 (.02)	.36 (.06)	.38 (.03)	.33 (.05)	.58 (.08)	.31	.34 (.08)	.25 (.06)
	BLANKS	6	1	4	1	3	3	0	0	4	2
Contributions in rounds	FREQ	.37	.49 (.06)	.34 (.05)	.35 (.06)	.37 (.05)	.36 (.05)	.27 (.08)	.29 (.06)	.37 (.07)	.55 (.06)
	OCCA	.29 (.02)	.25 (.05)	.31 (.06)	.28 (.05)	.22 (.05)	.37 (.05)	.37 (.05)	.29 (.08)	.27 (.06)	.23 (.05)
	NEVER	.35 (.02)	.26 (.05)	.35	.37 (.06)	.41 (.02)	.27 (.05)	.36 (.08)	.43 (.02)	.36 (.08)	.22 (.05)
	BLANKS	4	1	3	0	2	2	0	0	3	1

Question 2 - continued

OTHER CLINICAL ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Questionnaires and opinion-naires	FREQ	.10 (.02)	.21 (.05)	.04 (.02)	.11 (.03)	.08 (.02)	.11 (.03)	.14 (.05)	.08 (.03)	.08 (.03)	.10 (.03)
	OCCA	.29 (.02)	.28 (.06)	.35 (.07)	.23 (.05)	.26	.33 (.04)	.29 (.04)	.29 (.08)	.23 (.06)	.34 (.06)
	NEVER	.61 (.02)	.51 (.06)	.60 (.07)	.66 (.05)	.66 (.02)	.56 (.04)	.57 (.06)	.63 (.08)	.68 (.07)	.56 (.06)
	BLANKS	8	2	4	2	4	4	1	1	4	2
Feedback from other faculty members	FREQ	.24 (.02)	.39 (.06)	.20 (.06)	.23 (.05)	.25 (.02)	.23 (.04)	.25 (.08)	.24 (.08)	.23 (.06)	.25 (.06)
	OCCA	.31	.43 (.06)	.52 (.02)	.53 (.06)	.50 (.03)	.52 (.05)	.47 (.09)	.56 (.02)	.43 (.08)	.55 (.07)
	NEVER	.25 (.01)	.18 (.05)	.28 (.05)	.24 (.05)	.25 (.04)	.24 (.05)	.28 (.08)	.20 (.06)	.33 (.08)	.20 (.05)
	BLANKS	5	1	4	0	3	2	0	0	4	1
Feedback from students	FREQ	.29 (.02)	.52 (.06)	.24 (.07)	.25 (.05)	.32 (.02)	.25 (.04)	.26 (.08)	.24 (.08)	.37 (.07)	.31 (.06)
	OCCA	.40 (.02)	.23 (.04)	.48 (.07)	.39 (.06)	.31	.51 (.05)	.36 (.05)	.41	.31 (.06)	.50 (.06)
	NEVER	.31 (.02)	.26 (.05)	.28 (.07)	.36 (.06)	.37 (.02)	.23 (.05)	.37 (.08)	.35	.32 (.07)	.19 (.05)
	BLANKS	4	1	3	0	2	2	0	0	3	1
Feedback from patients	FREQ	.23 (.03)	.22 (.05)	.26 (.04)	.19 (.05)	.20 (.04)	.26 (.04)	.42 (.08)	.17 (.05)	.18 (.06)	.19 (.05)
	OCCA	.30 (.02)	.40 (.06)	.27	.28 (.06)	.28 (.02)	.31 (.05)	.24 (.08)	.29 (.08)	.26 (.07)	.37 (.07)
	NEVER	.44	.38 (.06)	.46 (.02)	.52 (.06)	.52 (.03)	.43 (.05)	.34 (.09)	.53	.56 (.08)	.44 (.07)
	BLANKS	5	1	3	1	3	2	0	0	3	2

Question 2: The following is a list of techniques and sources of information that can be used to evaluate undergraduate medical students. Please report YOUR USE of each source or technique by circling

Key: FREQ = I FREQUENTLY use this technique or procedure.
OCCA = I OCCASIONALLY use this technique or procedure.
NEVER = I NEVER use this technique or procedure.

BASIC SCIENCES ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Multiple choice questions	FREQ	.73 (.02)	.83 (.03)	.78 (.04)	.64 (.04)	.76 (.03)	.70 (.04)	.62 (.09)	.74 (.05)	.76 (.04)	.75 (.04)
	OCCA	.19 (.02)	.14 (.03)	.18 (.04)	.22 (.04)	.15 (.03)	.24 (.03)	.34 (.09)	.17 (.05)	.16 (.03)	.18 (.04)
	NEVER	.08	.03	.04 (.02)	.14 (.03)	.09 (.02)	.06	.04 (.04)	.09 (.03)	.08 (.03)	.07 (.02)
	BLANKS	11	3	2	6	5	6	7	1	1	2
True-false questions	FREQ	.32 (.03)	.32 (.04)	.31 (.05)	.33 (.04)	.29 (.04)	.36 (.04)	.33 (.10)	.35 (.06)	.29 (.04)	.30 (.05)
	OCCA	.36 (.03)	.44 (.05)	.36 (.05)	.32 (.05)	.36 (.04)	.36 (.04)	.50 (.12)	.35 (.06)	.31 (.05)	.36 (.05)
	NEVER	.32 (.03)	.25 (.04)	.33 (.05)	.34 (.04)	.35 (.04)	.28 (.04)	.16 (.08)	.30 (.05)	.39 (.05)	.33 (.05)
	BLANKS	11	3	2	6	5	6	7	1	1	2
Matching questions	FREQ	.36 (.03)	.42 (.04)	.37 (.05)	.32 (.04)	.32 (.04)	.41 (.04)	.24 (.10)	.29 (.05)	.44 (.05)	.41 (.05)
	OCCA	.42 (.03)	.43 (.04)	.43 (.05)	.41 (.05)	.44 (.04)	.40 (.04)	.47 (.11)	.45 (.06)	.36 (.05)	.43 (.05)
	NEVER	.22 (.02)	.15 (.03)	.20 (.04)	.28 (.05)	.24 (.04)	.19 (.04)	.29 (.11)	.26 (.05)	.21 (.04)	.17 (.04)
	BLANKS	11	3	2	6	5	6	7	1	1	2
Fill-in questions	FREQ	.23 (.02)	.24 (.04)	.23 (.04)	.21 (.03)	.20 (.03)	.26 (.04)	.04 (.02)	.23 (.05)	.23 (.04)	.29 (.05)
	OCCA	.42 (.03)	.45 (.05)	.47 (.05)	.34 (.05)	.41 (.04)	.42 (.05)	.46 (.12)	.41 (.06)	.49 (.05)	.35 (.05)
	NEVER	.36 (.03)	.31 (.04)	.30 (.04)	.44 (.05)	.39 (.04)	.31 (.04)	.50 (.12)	.36 (.05)	.28 (.04)	.37 (.05)
	BLANKS	15	3	2	10	8	7	7	1	3	4
Short answer questions	FREQ	.31 (.03)	.34 (.04)	.32 (.05)	.29 (.04)	.26 (.03)	.38 (.04)	.23 (.08)	.26 (.05)	.32 (.04)	.39 (.05)
	OCCA	.38 (.03)	.41 (.04)	.35 (.05)	.39 (.05)	.41 (.04)	.34 (.04)	.55 (.11)	.34 (.06)	.41 (.05)	.33 (.04)
	NEVER	.31 (.03)	.25 (.04)	.33 (.05)	.32 (.04)	.33 (.04)	.28 (.04)	.22 (.09)	.40 (.06)	.28 (.04)	.28 (.05)
	BLANKS	12	3	2	7	5	5	7	1	2	2

Question 2 - continued

BASIC SCIENCES ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Essay questions	FREQ	**.24 (.02)**	.18 (.03)	.18 (.04)	.34 (.04)	.26 (.03)	.21 (.03)	.26 (.07)	.20 (.05)	.28 (.04)	.24 (.04)
	OCCA	**.31 (.03)**	.33 (.04)	.33 (.05)	.27 (.04)	.31 (.04)	.31 (.04)	.32 (.10)	.28 (.06)	.33 (.05)	.32 (.05)
	NEVER	**.45 (.03)**	.49 (.04)	.49 (.05)	.39 (.05)	.43 (.04)	.48 (.04)	.42 (.10)	.52 (.06)	.40 (.05)	.45 (.05)
	BLANKS	12	4	2	6	6	6	7	1	1	3
Oral examinations	FREQ	**.12 (.02)**	.14 (.03)	.10 (.03)	.13 (.03)	.13 (.03)	.10 (.02)	.04 (.04)	.14 (.04)	.10 (.03)	.13 (.03)
	OCCA	**.36 (.03)**	.42 (.04)	.33 (.05)	.36 (.05)	.35 (.04)	.37 (.04)	.35 (.11)	.27 (.05)	.49 (.05)	.35 (.05)
	NEVER	**.52 (.03)**	.44 (.04)	.57 (.05)	.51 (.05)	.51 (.04)	.53 (.04)	.61 (.11)	.59 (.06)	.41 (.05)	.52 (.05)
	BLANKS	14	4	3	7	7	7	7	1	1	5
Practical examinations	FREQ	**.28 (.03)**	.33 (.04)	.27 (.05)	.25 (.04)	.30 (.04)	.25 (.04)	.21 (.06)	.29 (.06)	.32 (.05)	.25 (.04)
	OCCA	**.21 (.02)**	.25 (.04)	.17 (.04)	.22 (.04)	.18 (.03)	.25 (.03)	.35 (.08)	.18 (.04)	.13 (.03)	.24 (.04)
	NEVER	**.52 (.03)**	.42 (.05)	.55 (.05)	.53 (.05)	.53 (.04)	.50 (.04)	.44 (.08)	.53 (.06)	.54 (.05)	.51 (.05)
	BLANKS	15	4	2	9	6	9	7	1	2	5
Observation of student in laboratory	FREQ	**.39 (.03)**	.43 (.04)	.34 (.05)	.42 (.05)	.39 (.04)	.40 (.04)	.60 (.07)	.43 (.06)	.35 (.05)	.41 (.05)
	OCCA	**.31 (.03)**	.28 (.04)	.37 (.05)	.26 (.04)	.25 (.03)	.38 (.04)	.18 (.08)	.50 (.06)	.41 (.05)	.28 (.04)
	NEVER	**.30 (.03)**	.30 (.04)	.28 (.05)	.33 (.04)	.37 (.04)	.21 (.04)	.22 (.08)	.37 (.06)	.24 (.04)	.31 (.04)
	BLANKS	14	6	2	6	5	9	6	2	1	5
Observation of student in patient care settings	FREQ	**.04**	.04	.05 (.02)	.02	.02	.05 (.02)	.04 (.04)	.06 (.03)	.02	.02
	OCCA	**.05**	.08 (.02)	.04 (.02)	.03	.07 (.02)	.02	.02 (.02)	.01	.10 (.03)	.04 (.02)
	NEVER	**.92**	.88 (.03)	.91 (.03)	.95 (.02)	.91 (.02)	.93 (.02)	.94 (.04)	.93 (.03)	.88 (.03)	.94 (.02)
	BLANKS	23	5	6	12	10	13	8	3	3	9

Question 7 - continued

BASIC SCIENCES ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Interview of student	FREQ	.11 (.02)	.11 (.03)	.10 (.03)	.12 (.02)	.11 (.02)	.11 (.02)	.06 (.04)	.12 (.04)	.09 (.03)	.13 (.03)
	OCCA	.41 (.03)	.44 (.05)	.42 (.05)	.39 (.04)	.42 (.04)	.41 (.04)	.47 (.08)	.27 (.05)	.49 (.05)	.48 (.05)
	NEVER	.48 (.03)	.45 (.05)	.48 (.05)	.49 (.05)	.47 (.04)	.48 (.04)	.49 (.09)	.61 (.06)	.42 (.05)	.39 (.05)
	BLANKS	19	5	3	10	9	10	8	2	2	7
Written simulation (e.g., patient management problem)	FREQ	.07	.06 (.02)	.08 (.03)	.08 (.02)	.08 (.02)	.06 (.02)	.12 (.07)	.01	.09 (.03)	.11 (.03)
	OCCA	.15 (.02)	.18 (.04)	.15 (.04)	.13 (.03)	.14 (.03)	.15 (.03)	.18 (.08)	.07 (.03)	.13 (.04)	.22 (.04)
	NEVER	.78 (.02)	.76 (.04)	.77 (.04)	.80 (.04)	.78 (.03)	.78 (.04)	.70 (.11)	.92 (.03)	.78 (.04)	.67 (.05)
	BLANKS	20	5	5	10	11	9	8	2	3	7
Term project	FREQ	.07	.07 (.02)	.06 (.02)	.07 (.02)	.09 (.02)	.04	.02 (.02)	.09 (.03)	.08 (.03)	.04 (.02)
	OCCA	.30 (.03)	.25 (.04)	.30 (.05)	.32 (.04)	.33 (.04)	.25 (.04)	.26 (.09)	.22 (.05)	.36 (.05)	.33 (.05)
	NEVER	.64 (.03)	.67 (.04)	.64 (.05)	.61 (.05)	.58 (.04)	.71 (.04)	.72 (.09)	.68 (.05)	.56 (.05)	.63 (.05)
	BLANKS	15	5	3	7	8	7	7	2	1	5
Contributions in class	FREQ	.21 (.02)	.15 (.03)	.20 (.04)	.26 (.04)	.24 (.03)	.17 (.03)	.19 (.07)	.17 (.04)	.27 (.04)	.21 (.04)
	OCCA	.34 (.03)	.34 (.04)	.34 (.05)	.32 (.04)	.32 (.04)	.36 (.04)	.30 (.10)	.29 (.05)	.34 (.05)	.39 (.05)
	NEVER	.45 (.03)	.51 (.05)	.46 (.05)	.42 (.05)	.44 (.04)	.47 (.04)	.52 (.10)	.54 (.06)	.39 (.05)	.40 (.05)
	BLANKS	18	7	4	7	10	8	6	2	2	8
Contributions in rounds	FREQ	.05	.05 (.02)	.06 (.03)	.05 (.02)	.04 (.02)	.07 (.02)	.07 (.04)	.08 (.04)	.05 (.02)	.03
	OCCA	.04	.04 (.02)	.04 (.02)	.05 (.02)	.05 (.02)	.04	.04 (.04)	.02	.05 (.02)	.07 (.02)
	NEVER	.90 (.02)	.91 (.02)	.91 (.03)	.90 (.03)	.91 (.02)	.90 (.03)	.89 (.05)	.90 (.04)	.91 (.03)	.91 (.03)
	BLANKS	27	8	9	10	14	13	8	3	5	11

BASIC SCIENCES ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Questionnaires and opinionnaires	FREQ	.07	.10 (.03)	.05 (.02)	.07 (.02)	.07 (.02)	.06	.02 (.02)	.05 (.02)	.06 (.03)	.10 (.03)
	OCCA	.25 (.03)	.28 (.04)	.26 (.05)	.21 (.04)	.26 (.03)	.23 (.04)	.30 (.09)	.23 (.05)	.32 (.05)	.18 (.04)
	NEVER	.69 (.03)	.62 (.04)	.69 (.05)	.72 (.04)	.68 (.0)	.70 (.04)	.68 (.08)	.72 (.06)	.61 (.05)	.72 (.04)
	BLANKS	26	8	8	10	13	13	7	3	7	9
Feedback from other faculty members	FREQ	.18 (.02)	.18 (.03)	.14 (.03)	.21 (.04)	.19 (.03)	.15 (.03)	.20 (.08)	.12 (.04)	.16 (.04)	.23 (.04)
	OCCA	.48 (.03)	.58 (.05)	.51 (.06)	.40 (.04)	.49 (.04)	.48 (.04)	.34 (.08)	.44 (.06)	.55 (.05)	.51 (.05)
	NEVER	.34 (.03)	.24 (.04)	.35 (.05)	.39 (.04)	.32 (.04)	.37 (.04)	.46 (.09)	.43 (.06)	.29 (.04)	.26 (.05)
	BLANKS	18	6	4	8	9	9	7	2	3	6
Feedback from students	FREQ	.23 (.02)	.25 (.04)	.21 (.04)	.23 (.04)	.27 (.04)	.17 (.02)	.28 (.08)	.20 (.04)	.24 (.04)	.23 (.04)
	OCCA	.30 (.03)	.32 (.04)	.31 (.05)	.2 (.04)	.28 (.03)	.34 (.04)	.19 (.08)	.28 (.05)	.36 (.05)	.32 (.05)
	NEVER	.47 (.03)	.43 (.05)	.48 (.05)	.47 (.05)	.45 (.04)	.49 (.04)	.52 (.10)	.52 (.06)	.40 (.05)	.44 (.05)
	BLANKS	17	6	3	8	8	9	6	2	3	6
Feedback from patients	FREQ	.01	.02	.00	.01	.01	.00	.03 (.02)	.00	.01	.00
	OCCA	.05	.09 (.03)	.07 (.03)	.01	.06 (.02)	.05 (.02)	.00 (.02)	.06 (.03)	.07 (.03)	.06 (.02)
	NEVER	.94	.89 (.03)	.93 (.03)	.98	.93 (.02)	.95 (.02)	.97 (.02)	.93 (.03)	.92 (.03)	.94 (.02)
	BLANKS	28	8	9	11	13	15	9	4	7	8

REWARD SYSTEMS

SECTION C

Question 3

Question 3: Activities regularly performed by medical faculty members are listed below. Please indicate the way each contributes to the SYSTEM OF REWARDS (e.g., promotions, raises) for faculty members at YOUR SCHOOL by circling the number which best corresponds to your schools practice.

KEY: STRONGLY CONT = HAS STRONGLY CONTRIBUTED
CONT = HAS CONTRIBUTED
DETRAC = HAS DETRACTED
STRONGLY DETRAC = HAS STRONGLY DETRACTED
NOT APPLY = DOES NOT APPLY

ALL DEPARTMENTS

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
TEACHING: design, implementation, and evaluation of instruction.	STRONGLY CONT	.18	.23 (.03)	.20	.14 (.02)	.19 (.02)	.17	.14 (.04)	.14 (.03)	.15 (.03)	.28 (.03)
	CONT	.65	.65 (.03)	.64	.66 (.02)	.66	.63 (.02)	.69 (.06)	.65 (.03)	.66 (.04)	.61 (.03)
	DETRAC	.05	.05	.04	.06 (.02)	.05	.06	.10 (.04)	.03	.06	.05
	STRONGLY DETRAC	.01	.00	.01	.00	.01	.00	.00	.00	.02	.00
	NOT APPLY	.11	.08 (.02)	.11	.14 (.02)	.10	.13	.07 (.04)	.18 (.02)	.11 (.02)	.06
	BLANKS	37	11	13	13	18	19	12	8	9	8
RESEARCH: scholarly activities, the outcomes of which are reported to the scientific community.	STRONGLY CONT	.76	.71 (.03)	.75	.79 (.03)	.77	.74 (.02)	.71 (.07)	.77 (.02)	.77 (.03)	.75 (.03)
	CONT	.22	.26 (.03)	.22	.20 (.03)	.19	.26 (.02)	.26 (.07)	.20 (.02)	.21 (.03)	.23 (.03)
	DETRAC	.01	.01	.01	.00	.01	.00	.02	.01	.00	.00
	STRONGLY DETRAC	.00	.00	.00	.00	.00	.00	.00	.00	.01	.00
	NOT APPLY	.02	.02	.02	.01	.03	.01	.02	.02 (.02)	.01	.02
	BLANKS	34	10	12	12	17	17	11	7	8	8
COMMUNITY SERVICE activities which do not involve the medical school per se, but which benefit the community which it serves.	STRONGLY CONT	.03	.07 (.02)	.02	.02	.02	.04	.03	.03	.01	.03
	CONT	.41	.49 (.03)	.45	.33 (.02)	.43	.38	.46 (.06)	.32 (.03)	.60 (.04)	.49 (.03)
	DETRAC	.07	.08 (.02)	.07 (.02)	.07	.07 (.02)	.07	.02	.08 (.02)	.07 (.02)	.09 (.02)
	STRONGLY DETRAC	.01	.02	.01	.01	.01	.01	.02 (.02)	.00	.03	.00

Question 3 - continued

ALL DEPARTMENTS

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
	NOT APPLY	.48	.35 (.03)	.46	.57 (.02)	.47	.50	.46 (.06)	.57 (.03)	.48 (.04)	.39 (.03)
	BLANKS	44	15	14	15	23	21	12	9	11	12
SCHOOL SERVICE: activities including committee work, done to facilitate or support programs of the medical school	STRONGLY CONT	.08	.10 (.02)	.06	.10 (.02)	.07	.09	.05 (.02)	.06 (.02)	.07 (.02)	.12 (.02)
	CONT	.73	.75 (.03)	.75 (.02)	.70	.75 (.02)	.70	.76 (.06)	.72 (.03)	.75 (.03)	.72 (.03)
	DETRAC	.04	.04	.04	.05	.05	.03	.02	.02	.05 (.02)	.06 (.02)
	STRONGLY DETRAC	.15	.12 (.02)	.15 (.02)	.16 (.03)	.13	.17	.17 (.06)	.20 (.02)	.13 (.03)	.09 (.02)
	NOT APPLY										
	BLANKS	41	13	14	14	21	20	12	8	10	11
PATIENT CARE: direct care of patients in either inpatient or ambulatory care settings.	STRONGLY CONT	.19	.18 (.02)	.22	.18	.20	.19 (.02)	.28 (.02)	.17 (.02)	.16 (.03)	.20 (.03)
	CONT	.48	.53 (.03)	.49	.43 (.02)	.45	.50	.43 (.04)	.46	.47 (.04)	.52 (.03)
	DETRAC	.05	.03	.04 (.02)	.06	.05	.05	.00	.06 (.02)	.06 (.02)	.06 (.02)
	STRONGLY DETRAC	.01	.01	.01	.01	.01	.01	.02	.00	.01	.01
	NOT APPLY	.27	.27 (.03)	.24 (.02)	.31	.29	.25	.27 (.06)	.30 (.02)	.30 (.03)	.21 (.03)
	BLANKS	55	21	16	18	25	30	13	13	15	14

Question 3: Activities regularly performed by medical faculty members are listed below. Please indicate the way each contributes to the SYSTEM OF REWARDS (e.g., promotions, raises) for faculty members at YOUR SCHOOL by circling the number which best corresponds to your schools practice.

KEY: STRONGLY CONT = HAS STRONGLY CONTRIBUTED
CONT = HAS CONTRIBUTED
DETRAC = HAS DETRACTED
STRONGLY DETRAC = HAS STRONGLY DETRACTED
NOT APPLY = DOES NOT APPLY

PRIMARY CARE ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
TEACHING: design, implementation, and evaluation of instruction.	STRONGLY CONT	.18 (.03)	.21 (.05)	.20 (.04)	.15 (.05)	.20 (.05)	.16 (.03)	.09 (.02)	.14 (.05)	.18 (.06)	.27 (.06)
	CONT	.60 (.03)	.67 (.07)	.55 (.02)	.63 (.07)	.65 (.07)	.55 (.07)	.55 (.10)	.51	.65 (.07)	.67 (.06)
	DETRAC	.04	.06 (.03)	.03 (.02)	.05 (.03)	.05 (.02)	.03 (.02)	.13 (.09)	.02	.03 (.03)	.04 (.02)
	STRONGLY DETRAC	.16 (.04)	.06 (.03)	.22 (.07)	.13 (.04)	.10 (.04)	.22 (.06)	.04 (.03)	.33 (.10)	.14 (.05)	.02
	NOT APPLY										
	BLANKS	6	3	2	1	3	3	1	2	2	1
RESEARCH: Scholarly activities, the outcomes of which are reported to the scientific community.	STRONGLY CONT	.72 (.03)	.69 (.06)	.78 (.05)	.65 (.06)	.73 (.06)	.71 (.04)	.72 (.02)	.76 (.07)	.67 (.07)	.71 (.06)
	CONT	.24 (.03)	.27 (.06)	.18 (.04)	.29 (.06)	.23 (.05)	.24 (.04)	.09 (.02)	.19 (.05)	.30 (.07)	.29 (.06)
	DETRAC	.00	.01	.00	.00	.00	.00	.00	.00	.01	.00
	STRONGLY DETRAC	.02	.02 (.02)	.04 (.03)	.00 (.03)	.03 (.03)	.01	.00	.05 (.04)	.01	.00
	NOT APPLY										
	BLANKS	5	2	2	1	2	3	1	2	1	1
COMMUNITY SERVICE: activities which do not involve the medical school per se, but which benefit the community which it serves.	STRONGLY CONT	.03	.10 (.04)	.02	.01	.01	.05 (.02)	.02 (.02)	.03	.03	.03 (.02)
	CONT	.40 (.03)	.49 (.06)	.34 (.05)	.45 (.05)	.47 (.05)	.33 (.04)	.44 (.02)	.32 (.05)	.38 (.07)	.51 (.07)
	DETRAC	.08 (.02)	.09 (.04)	.08 (.04)	.07 (.03)	.11 (.04)	.05 (.02)	.02 (.02)	.06 (.04)	.03 (.02)	.16 (.05)
	STRONGLY DETRAC	.01	.05 (.03)	.00 (.03)	.00 (.03)	.01	.01	.00	.01	.00	.01

Question 3 - continued

PRIMARY CARE ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES: SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	ACADEMIC RANK: INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
	NOT APPLY	.46 (.03)	.27 (.06)	.57 (.06)	.41 (.05)	.40 (.06)	.52 (.04)	.32	.58 (.06)	.56 (.06)	.28 (.06)
	BLANKS	7	3	2	2	4	3	2	2	2	1
SCHOOL SERVICE: activities including committee work, done to facilitate or support programs of the medical school	STRONGLY CONT	.09 (.02)	.11 (.04)	.05 (.02)	.12 (.05)	.08 (.04)	.10 (.03)	.04 (.03)	.10 (.05)	.10 (.04)	.07 (.04)
	CONT	.72 (.02)	.71 (.06)	.76 (.08)	.66 (.06)	.77 (.05)	.66 (.07)	.66 (.03)	.70 (.11)	.68 (.07)	.78 (.05)
	DETRAC	.05	.05 (.03)	.03 (.02)	.07 (.03)	.07 (.03)	.03	.00	.01	.07 (.04)	.09 (.04)
	STRONGLY DETRAC	.13 (.04)	.13 (.04)	.16 (.07)	.09 (.03)	.08 (.03)	.18 (.06)	.11 (.03)	.19 (.09)	.15 (.05)	.05 (.03)
	NOT APPLY										
	BLANKS	6	2	2	2	3	3	2	2	1	1
PATIENT CARE: direct care of patients in either inpatient or ambulatory care settings.	STRONGLY CONT	.18	.15 (.04)	.18 (.07)	.21 (.06)	.21 (.04)	.16 (.06)	.09 (.02)	.25 (.09)	.10 (.04)	.21 (.06)
	CONT	.61 (.02)	.59 (.06)	.66 (.08)	.55 (.07)	.60 (.06)	.62 (.07)	.66 (.05)	.57 (.11)	.68 (.06)	.58 (.07)
	DETRAC	.06 (.02)	.00 (.02)	.07 (.04)	.08 (.03)	.08 (.04)	.04 (.02)	.00 (.02)	.06 (.04)	.06 (.04)	.08 (.04)
	STRONGLY DETRAC	.01	.02	.01	.00	.02	.00	.00	.00	.00	.03 (.02)
	NOT APPLY	.12 (.02)	.25 (.06)	.08 (.04)	.10 (.03)	.09 (.03)	.15 (.03)	.06 (.04)	.12 (.05)	.17 (.05)	.10 (.04)
	BLANKS	7	3	2	2	3	4	2	3	1	1

115

Question 3: Activities regularly performed by medical faculty members are listed below. Please indicate the way each contributes to the SYSTEM OF REWARDS (e.g., promotions, raises) for faculty members at YOUR SCHOOL by circling the number which best corresponds to your schools practice.

KEY: STRONGLY CONT = HAS STRONGLY CONTRIBUTED
CONT = HAS CONTRIBUTED
DETRAC = HAS DETRACTED
STRONGLY DETRAC = HAS STRONGLY DETRACTED
NOT APPLY = DOES NOT APPLY

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
TEACHING: design, implementation, and evaluation of instruction.	STRONGLY CONT	.17 (.02)	.19 (.05)	.19 (.04)	.17 (.04)	.17 (.03)	.16 (.04)	.19 (.04)	.10 (.04)	.17 (.06)	.30 (.06)
	CONT	.68 (.02)	.63 (.06)	.72 (.05)	.65 (.06)	.68 (.05)	.67 (.05)	.76 (.09)	.70 (.06)	.64 (.08)	.61 (.06)
	DETRAC	.03	.05 (.03)	.02 (.02)	.03 (.02)	.01	.05 (.02)	.03 (.03)	.04 (.02)	.04 (.04)	.00 (.04)
	STRONGLY DETRAC	.01	.00	.02 (.02)	.00 (.02)	.02	.00	.00	.00	.04 (.04)	.00 (.04)
	NOT APPLY	.12 (.03)	.13 (.05)	.05 (.02)	.19 (.05)	.12 (.06)	.12 (.04)	.12 (.08)	.16 (.05)	.11 (.04)	.09 (.04)
	BLANKS	12	4	6	2	7	5	2	2	5	3
RESEARCH: scholarly activities, the outcomes of which are reported to the scientific community.	STRONGLY CONT	.69 (.02)	.74 (.05)	.59	.77 (.05)	.76 (.05)	.61 (.05)	.51 (.06)	.70 (.08)	.83 (.06)	.69 (.06)
	CONT	.28 (.02)	.23 (.05)	.38	.21 (.05)	.20 (.05)	.32 (.05)	.43 (.06)	.29 (.08)	.15 (.06)	.28 (.06)
	DETRAC	.01	.00	.02	.00	.01	.00	.03 (.03)	.00 (.03)	.00 (.03)	.00 (.03)
	STRONGLY DETRAC	.02	.03 (.02)	.02	.02	.03	.01	.03 (.03)	.01	.01	.03 (.02)
	NOT APPLY										
	BLANKS	12	4	6	2	7	5	2	2	5	3
COMMUNITY SERVICE activities which do not involve the medical school per se, but which benefit the community which it serves.	STRONGLY CONT	.03	.08 (.04)	.01	.03 (.02)	.03	.03 (.02)	.02	.04 (.03)	.02 (.02)	.03 (.02)
	CONT	.42 (.03)	.41 (.06)	.54 (.02)	.30 (.06)	.41 (.03)	.42 (.05)	.46 (.09)	.28 (.08)	.46 (.08)	.54 (.06)
	DETRAC	.05	.13 (.04)	.02 (.02)	.05 (.02)	.03 (.02)	.07 (.02)	.00 (.02)	.08 (.03)	.07 (.04)	.02
	STRONGLY DETRAC	.02	.00	.02 (.02)	.02	.02	.02	.03 (.03)	.00 (.03)	.06 (.04)	.00 (.04)

III. CONCLUSION

The results presented in this second preliminary report provide additional baseline data on medical school faculty members. The focus here is on attitudes toward and uses of evaluation. The analyses were strictly statistical and no interpretations are presented. We believe, however, that the findings are comprehensive and sufficiently descriptive to assist readers in making meaningful comparisons across and between variables, as well as for interpreting any school and/or departmental data they may have against these national results.

In mid-July, 1977, the third preliminary report will be published, providing the initial results for the six written simulations. That report will also be primarily statistical and will indicate the various routes respondents took in managing the educational problems presented.

Specific interpretations of selected results from the total survey will be presented in the final report scheduled to be published in December, 1977. Members of the National Advisory Panel who consulted on the study, other national leaders in medical education, and representatives from the Bureau of Health Manpower will review the preliminary reports and make recommendations on specific topics they believe should be examined in the final report. These recommendations, along with our own internal analyses, will provide the structure for the final report under the current contract.

Question 3 - continued

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
	NOT APPLY	.49	.39 (.06)	.40	.61 (.06)	.51 (.03)	.46 (.05)	.50 (.09)	.60 (.02)	.38 (.08)	.41 (.06)
	BLANKS	15	5	7	3	9	6	2	2	7	4
SCHOOL SERVICE: activities including committee work, done to facilitate or support programs of the medical school	STRONGLY CONT	.11 (.02)	.10 (.04)	.10 (.03)	.13 (.04)	.10 (.02)	.13 (.04)	.05 (.03)	.08 (.04)	.08 (.04)	.24 (.06)
	CONT	.70 (.03)	.77 (.05)	.73	.63 (.06)	.68 (.03)	.71 (.05)	.75 (.09)	.65	.79 (.06)	.63 (.06)
	DETRAC	.02	.03 (.02)	.01	.03 (.02)	.03	.01	.00	.02 (.02)	.03	.03 (.02)
	STRONGLY DETRAC	.17 (.02)	.10 (.03)	.15 (.06)	.22 (.06)	.19	.15 (.04)	.21 (.09)	.25 (.08)	.10 (.04)	.10 (.04)
	NOT APPLY										
	BLANKS	14	5	7	2	8	6	2	2	6	4
PATIENT CARE: direct care of patients in either inpatient or ambulatory care settings.	STRONGLY CONT	.30 (.02)	.21 (.05)	.39	.24 (.06)	.27 (.02)	.34 (.05)	.42 (.09)	.26 (.08)	.29 (.07)	.27 (.06)
	CONT	.40	.55 (.07)	.40 (.03)	.35 (.06)	.38 (.03)	.42 (.05)	.32 (.09)	.36 (.08)	.38 (.08)	.54 (.07)
	DETRAC	.05 (.02)	.08 (.03)	.02 (.02)	.08 (.03)	.05 (.02)	.06 (.02)	.00 (.02)	.07 (.04)	.09 (.04)	.04 (.03)
	STRONGLY DETRAC	.01	.02 (.02)	.02 (.02)	.00 (.02)	.02	.01	.00	.01	.04 (.04)	.00 (.04)
	NOT APPLY	.23 (.02)	.14 (.05)	.17 (.06)	.33 (.06)	.28 (.03)	.18 (.04)	.26 (.09)	.30 (.08)	.20 (.06)	.15 (.05)
	BLANKS	15	5	6	4	9	6	2	2	7	4

Question 3: Activities regularly performed by medical faculty members are listed below. Please indicate the way each contributes to the SYSTEM OF REWARDS (e.g., promotions, raises) for faculty members at YOUR SCHOOL by circling the number which best corresponds to your schools practice.

KEY: STRONGLY CONT = HAS STRONGLY CONTRIBUTED
CONT = HAS CONTRIBUTED
DETRAC = HAS DETRACTED
STRONGLY DETRAC = HAS STRONGLY DETRACTED
NOT APPLY = DOES NOT APPLY

BASIC SCIENCES ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
TEACHING: design, implementation, and evaluation of instruction.	STRONGLY CONT	.19 (.02)	.27 (.04)	.19 (.04)	.16 (.04)	.22 (.03)	.16 (.03)	.24 (.07)	.17 (.04)	.11 (.03)	.26 (.04)
	CONT	.63 (.03)	.64 (.04)	.62 (.05)	.62 (.04)	.65 (.04)	.59 (.04)	.46 (.09)	.69 (.06)	.66 (.05)	.59 (.05)
	DETRAC	.06	.04 (.02)	.07 (.02)	.06 (.02)	.06 (.02)	.07 (.02)	.12 (.07)	.01	.09 (.03)	.07 (.03)
	STRONGLY DETRAC	.01	.00	.01	.02	.01	.01	.00	.01	.03 (.02)	.00 (.02)
	NOT APPLY	.09 (.02)	.05	.11 (.04)	.09 (.02)	.06 (.02)	.13 (.03)	.00 (.03)	.11 (.04)	.11 (.03)	.08 (.03)
	BLANKS	18	4	4	10	7	11	8	4	2	4
RESEARCH: scholarly activities, the outcomes of which are reported to the scientific community.	STRONGLY CONT	.84 (.02)	.71 (.04)	.89 (.03)	.86 (.03)	.81 (.03)	.88 (.02)	.96 (.02)	.85 (.04)	.82 (.04)	.82 (.03)
	CONT	.14 (.02)	.27 (.04)	.09 (.03)	.12 (.03)	.16 (.03)	.11 (.02)	.04 (.02)	.12 (.03)	.17 (.04)	.16 (.03)
	DETRAC	.01	.02	.01	.00	.01	.00	.00	.03 (.02)	.00 (.02)	.00 (.02)
	STRONGLY DETRAC	.01	.00	.01	.01	.01	.00	.00	.00	.02	.01
	NOT APPLY	.01	.01	.00	.01	.00	.01	.00	.00	.00	.02
	BLANKS	16	4	3	9	7	9	7	3	2	4
COMMUNITY SERVICE: activities which do not involve the medical school per se, but which benefit the community which it serves.	STRONGLY CONT	.02	.03	.01	.03 (.02)	.02	.03	.00	.04 (.02)	.00	.03
	CONT	.40 (.03)	.55 (.04)	.44 (.05)	.27 (.04)	.45 (.04)	.33 (.04)	.48 (.09)	.37 (.06)	.35 (.05)	.43 (.05)
	DETRAC	.07	.04 (.02)	.09 (.03)	.06 (.02)	.06 (.02)	.09 (.03)	.00 (.03)	.07 (.03)	.12 (.03)	.04 (.02)
	STRONGLY DETRAC	.01	.01	.01	.01	.02	.00	.00	.00	.03 (.02)	.01

Question 3 - continued

BASIC SCIENCES ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/OTHER	ASST PROF	ASSOC PROF	PROF
	NOT APPLY	.50 (.03)	.37 (.04)	.45 (.05)	.63 (.04)	.47 (.04)	.55 (.04)	.52 (.09)	.52 (.06)	.49 (.05)	.49 (.05)
	BLANKS	21	7	4	10	9	12	7	5	2	7
SCHOOL SERVICE: activities including committee work, done to facilitate or support programs of the medical school	STRONGLY CONT	.06	.09 (.02)	.05 (.02)	.05 (.02)	.06 (.02)	.05	.06 (.03)	.04 (.02)	.04 (.02)	.08 (.03)
	CONT	.75 (.02)	.74 (.04)	.73 (.04)	.77 (.04)	.80 (.03)	.67 (.04)	.76 (.02)	.73 (.05)	.79 (.04)	.72 (.05)
	DETRAC	.06	.05 (.02)	.07 (.03)	.05 (.02)	.05	.08 (.03)	.08 (.05)	.04 (.03)	.05 (.02)	.08 (.03)
	STRONGLY DETRAC	.14 (.02)	.11 (.03)	.15 (.04)	.13 (.03)	.09 (.02)	.20 (.04)	.11 (.06)	.18 (.05)	.11 (.03)	.12 (.03)
	NOT APPLY										
	BLANKS	20	6	4	10	9	11	7	4	3	6
PATIENT CARE: direct care of patients in either inpatient or ambulatory care settings.	STRONGLY CONT	.10	.08 (.02)	.11 (.03)	.09 (.03)	.12 (.02)	.07 (.02)	.15 (.05)	.05 (.02)	.09 (.03)	.14 (.04)
	CONT	.38 (.03)	.50 (.05)	.36 (.05)	.35 (.05)	.38 (.04)	.39 (.04)	.19 (.08)	.41 (.06)	.37 (.05)	.44 (.05)
	DETRAC	.02	.00	.03 (.02)	.03	.01	.04 (.02)	.00 (.02)	.03 (.02)	.02	.03 (.02)
	STRONGLY DETRAC	.02	.00	.00	.05	.00	.04	.18	.00	.00	.00
	NOT APPLY	.47 (.03)	.42 (.05)	.49 (.05)	.48 (.05)	.49 (.04)	.45 (.04)	.48 (.09)	.52 (.06)	.52 (.05)	.39 (.05)
	BLANKS	31	13	6	12	12	19	8	8	7	8